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The Importance of Using Games to Teach English in the 3rd Cycle

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The Jury

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This work is dedicated to my daughter, Érica de Carvalho Barros

I love you, my daughter!

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I want to thank all my family that helped me do this work, also my colleagues and friends who made this work come true.

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Thank you very much, Carmen Semedo.

Index

I. Introduction,	7
II. How to select and implement Games in the Classroom,.....	10
2.1. General overview,.....	10
2.2. Quality of Games,	10
2.3. Using Games to teach the Macroskills,.....	11
2.4 Using Games to teach Vocabulary,.....	12
2.5. Motivation,	13
2.6. Level of Proficiency,	14
2.7. Time: Duration of implementation and when to use a game,	14
2.8. Organisation/ Implementation of Games,	15
III. Types of Games and their usage,	19
IV. Action Research,	23
4.1. Student Survey,.....	23
4.2. Teacher Survey,.....	28
4.2.1. Teacher A,.....	28
4.2.2. Teacher B,	29
4.2.3. Major similarities with teacher A and teacher B.....	29
4.2.4. Major differences between teacher A and teacher B.....	30
V. Analysis of the research,.....	31
VI. Recommendations,	34
VII. Conclusion,	40
Bibliography.....	43
Appendix.....	44

I. Introduction

The title of this thesis is “The importance of using games to teach English in the 3rd Cycle”. I choose this topic because I think that games are important in the process of learning and because in my opinion not only students but people in general are more motivated to learn when they are having fun or when they are doing something that is interesting.

Some authors argue that games stimulate learners to practise, to activate and extend their English vocabulary, and that most students feel more motivated to learn and learn more easily when they are having fun. Games make demands on learners’ intelligence and imagination and calls for active participation. That is exactly what 3rd Cycle students and teachers need in order to have success in their studies and work respectively.

The 3rd Cycle students have covered the majority of the grammar and functions contents of the English curriculum in the previous Cycles (the 1st and 2nd Cycle) and in the 3rd Cycle the students need most of their time to put into practice what they have learned before. Games are an effective method to put in practice what they have learned before and also through games they have several contexts and different situations to explore in order to show their knowledge or their vocabulary. The 3rd Cycle students need methods that motivate them to learn and to participate in class and since they already study a specific language function. If the teacher uses an enjoyable method like games students will not get bored and they will be more motivate to participate in class.

Although games are an effective teaching method, there are few teachers that use games in class. Many times teachers do not have a large range of materials related to games, and also because they might be afraid of the students’ reaction to a particular game. In general games are not used in class because they bring up many constrains for the teacher and for the student. In some cases the goal of the lesson is not achieved because of the students’ reaction, which is not what the teacher was expecting. Sometimes students do not like the game, they feel embarrassed to participate, they feel insulted, or they are unmotivated. Other times a teacher faces many difficulties with the classroom environment and classroom management. For example, the usage

of games in small and/or large classes can be one of the difficulties the teacher faces. There are many constraints and difficulties that the teacher must be aware of when implementing a game and strategies to overcome these problems are included in this work. The main objective of this work is to encourage teachers and students from the Third Cycle to use games in class as a way of improving their knowledge while overcoming the difficulties teachers face when implementing a game.

This work is also concerned with the understanding of how to select and implement games in the classroom in order to motivate or increase learners' interest in learning through different types of games to best facilitate the process of learning.

Firstly, this work will provide an overview of how to select a game taking into account the quality of a game, the specific macroskills one wants to teach, motivation, proficiency level, time and organization and implementation of the game.

Then, it will sensitize teachers to the importance of using games in class showing the different types of games to use with different macroskills.

Next the results of an action research will be presented. The research surveyed both 3rd cycle students and their teachers at Amor de Deus high school in Praia. The questions asked of the students and the teachers have the same content. The survey attempted to determine the effectiveness of games as well as how well they are received by students. Since the same questions were asked of students and teachers, the results take into account both the teachers and students' point of view.

After analysing the results of the survey and according to the results of the survey, suggestions and advice will be given about how to select games for effectiveness, to increase motivation, to provide variety, and to overcome the difficulties of using games in class.

Finally, an appendix with samples of games for teachers to use in the 3rd Cycle environment will be designed. The appendix will indicate which games to use for specific macroskills, vocabulary and time constraints. The appendix will also indicate which games require the fewest resources.

The objective of this appendix is to provide teachers with a resource for games because in Cape Verde there is no textbook for the 3rd Cycle and the teacher is responsible to find materials to use in class. The Ministry of Education sets the contents of the curriculum to be used in the 3rd Cycle and the teachers do the planning and organise the curriculum according to students' needs. The appendix should provide teachers of the 3rd cycle with a valuable resource for game material to be used and adapted in their classroom.

At the end of the work the writer expects to have convinced you as a teacher or student to accept the usage of games in class and also to see how important games can be in learning a language, in this case the English Language.

II. How to Select and Implement Games in the Classroom

2.1 General overview

A game consist of play governed by rules, that is, when we add rules to a play it becomes a game because the efforts made has a goal to achieve. According to Gibb the definition of a game is “an activity carried out by cooperating or competing decision-makers, seeking to achieve, within a set of rules, their objectives” (Gibb; 1978: p 60).

It is clear for some authors like Maley and Grellet (1981) that students are encouraged to use language in order to achieve the purpose of the lesson and when they use a game in class the process of learning becomes easier.

The lexical used on games activities allow learners to meet a variety of situations in an English-speaking context and provides a solid basis for further studies.

Authors such as Wright, Betteridge and Buckby (1987) argue that “Language learning is a hard work” because “one must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition”. They argue that, “games also help the teacher to create context in which the language is useful and meaningful” (p.1). Through this they mean that the learners want to take part in the activities realized in class and to do so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or to give information.

2.2. Quality of games

The quality of a game refers to its ability to motivate, encourage practice of the language, and to introduce new material in an effective way. The teacher must take into account the quality of a game before implementing it in the classroom. For a game to have quality it must be considered effective in its language usage and not just a time filler or a time waster.

Stevick (1991) states, “I used to think that games were merely enjoyable activities which I could bring in when I saw that my students were tired from the hard work of learning and needed a change of pace but there is much more in a game than that” (p.128). This means that the teacher can use games whenever he or she considers it necessary not just to motivate the students when they need some variety in class. The teacher should be encouraged to use games in class because it is an interesting way of warm-up, motivation, presentation, revising and testing vocabulary. Stevick (1991), also says that, “In a language game these shared resources will also include the words and the grammatical patterns that your students know, so you need to have these very clearly in mind as you select or design a game for them” (p.129)

Teachers must take into account the quality of the game in terms of practicality, “many games cause as much density of practice as more conventional drills exercises, some do not, what matters, however, is the quality of practice” (Stevick, 1991, p.130). It is very important to have meaningfulness in language learning games because in that way learners respond to content in a definite way.

2.3. Using games to teach the Macroskills

The most obvious way of qualifying a game is through its use of language. There are a large variety of games that give practice in all the macroskills (reading, writing, listening and speaking) in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication, for example encouraging, criticizing, agreeing, explaining.

When a teacher finds a game that makes the students practice all of the macroskills or at least three of them, obviously the game will be effective. The game can also be effective even if the skill focused on is only one. For example when the teacher uses crosswords and he asks the students to find the words, the students mainly will use the writing skill or the speaking skill. Students are motivated to improve the skill necessary to enjoy the game and for it to be interesting. For example there are listening games, spelling games, games that help students build vocabulary, games that bring in a structure or a function and games that focus on pronunciation. The skill needed in each game is developed through its repeated use in the game's implementation.

Rixon (1981) states that for a language learning purposes we need to make sure that the skill(s) needed in any game are weighted heavily enough on the language side. He also states that some games are not useful in language teaching because there is no use of linguistic skill

although it makes usage of intellectual or tactical skill. For example in a chess game the player does not need to communicate or at least not with words. Therefore, chess is not an effective language teaching game. Many times a game is related to luck, but a game that depends too much on luck and too little on students' use of language will probably be a waste of the students and teachers' time. The ideal combination according to Rixon is "a game in which students have to react, by using language to some challenge which may be decided by the luck of drawing a card or throwing a die" (p.5).

2.4. Using games to teach vocabulary

If a teacher asks a student or a group of students about their opinion on vocabulary learning probably he will have the same answer for the majority of the students. The students will say that they are not taught enough words in class, words they need when talking to people, watching television, and reading.

Many games give students the opportunity to practise and increase their vocabulary range because there are different types of situations that the teacher can explore and use in class. Word games, card games and board games are types of games that give the students the opportunity to learn new words and increase their vocabulary.

Authors like Allan Maley (1991) argue that "so little has been given to vocabulary in modern language teaching" however he also states that "as any learner of a foreign language knows only too well, words are essential, and the lack of them leads to insecurity" (p.3). For a foreign learner to communicate, he or she must know or have a certain range of vocabulary, if not the learner will not feel confident to use language in class.

Here is a list of clues proposed by Allan Maley (1981, p.3) that the teacher must take into account when teaching vocabulary through the usage of games:

1. Words are not learnt mechanically as little packets of meaning, but associatively.
2. The associations and the vibrations that a word sets up depend on our own past and present felt experience.
3. Learners expand their apprehension of word meanings by interchanging and sharing them with others.
4. The language used must be incorporated within the learner.

These clues, according to Allan Maley, produce a set of practical techniques which should be used by teachers and teacher trainers alike.

2.5. Motivation

The motivation that each student needs in order to learn is usually related to the activities the teacher brings to class. Teachers must take into account that many students do not have success in the process of learning through games because they are not interested in the activity the teacher chooses to teach a class.

Many authors argue that games help and encourage learners to sustain their interest in class. According to Wright, Betteridge and Buckby (1987) “if the learners are amused, angered, challenged, intrigued or surprised with the content, it is clearly meaningful to them. Thus, the meaning of the language they listen to, read, speak and write will be more vividly experienced and therefore, better remembered” (p.5).

The understanding that a learner has in a specific game class/context is shown through feelings that the game is designed to elicit. Through this learners will have answers as expected by the teacher. An effective game will make students participate more than usual.

“It is generally accepted that young learners and adults are very willing to play games and this depends on the learners socio-cultural background; early teenagers tend to be more self conscious and one must take into account their reticence when selecting games for them” (Wright, Betteridge and Buckby, 1987, p. 87). The main reason for the reticence of the students is that young teenagers and adults feel ashamed and shy to use games in class and in some cases they feel insulted when the teacher brings games to class.

Students may be anxious to learn English in order to pass their examinations or to improve their employment prospects and they believe games are unnecessary. Many students react in an aggressive way when the teachers use games in classes

According to Wright, Betteridge and Buckby (1987) one must respect students’ point of view concerning games and be able to justify the use of each game in terms of the density and meaningfulness of the practice it provides. “What is the game for?” is the main question asked by these students. Teachers cannot afford to ignore this question, for it is the key to motivation and without this element the process of learning cannot be achieved (p.90).

Rewards and penalties in a game keep the interest of the learners. Feedback given by the teacher on students’ success in using language also motivates them to get involved in the process of learning. The teacher must be aware of the types of rewards and punishments that he gives students after playing a game because some punishments can demotivate students to participate in class. A penalty that could be demotivating is to make the students who “lost” write their own name 200 times on a separate sheet of paper and present to the class. This type of punishment will not be a benefit to the students. They will be tired and will not learn what the

objective of the punishment was. Teachers should instead focus on rewards for the winners rather than punishments for the losers.

2.6 Level of Proficiency

Games can be used with many kinds of students. They are not just for children and beginners. Games are an effective method of teaching language because there are a large variety of games for each level. From beginners to advanced levels there are enough games that can be used and most of the times teachers can adapt them according to the goal(s) of the lesson. For 3rd Cycle students teachers can take the opportunity to use Ministry of Education curriculum in their implementation of games. These topics are interesting and will prevent them from feeling insulted by what may seem a “childish” exercise.

Taking into account the learner’s level of proficiency and learner’s age authors Maley and Grellet (1991) argue that enjoyment of games is not restricted by age. However individuals, regardless of age may be less fond of games than others and it depends on the appropriateness of the games and the role of the player and the duration of implementation (p.104).

The most important point is that the games are at the academic and maturity level of the student. Students want to know things related to their age level. That is the reason why many students do not like using games because they are not children anymore. If the level of the game is adequate for their age and catches their interest, they will not have any problem in accepting the usage of that game in class.

2.7 Time: Duration of implementation and when to use a game

Language games are often used for the last ten minutes of a class or to occupy the students on the last days of a term. However, games can be used within the syllabus so that they become one of the tools teachers use to achieve the objectives of the lesson.

According to Stevick (1991), teachers have a rich source of experiences when using games. “For short term, day to day motivation your students need many experiences which reach satisfying completion within some framework which is much smaller than preparation for a career or for some examination. “You will find that a game is a rich source of such experiences” (p.128). Stevick (1991) also argues that for teachers who want to use games in class he or she must take into account the ability of the students. The teacher must be careful not to use a game that requires any skill the students do not have “...the ability to count, to spell, or to run, for

example that is the background of the students, the order to bring to life some new materials which they have just finished learning”(p.129).

The amount of time one should use a game in class should be the amount of time considered necessary for its implementation. Wright, Betteridge and Buckby argue that, “...if it is accepted that games can provide intense and meaningful practice of languages, then they must be regarded as *central* to a teacher’s repertoire. They are thus not for use solely on wet days and at the end of term!” Teachers should feel confident in using games that use large amounts of class time because they are not time fillers, but acceptable methods of teaching students.

2.8. Organisation/Implementation of Games

Games have rules and instructions and when students accept the rules, they should do only what the instructions indicates. But their actions should be at the same time free and spontaneous. Teachers should select games according to students’ needs and proficiency. The game should not require skills the students do not have.

Games are closed activities, with a beginning and an end, and its organisation depends most of times on students knowing exactly when to start, when to finish, and how close they are to achieving their purpose. It is important to set up the required groups of students to see that they have all the material they need, and to make sure they really understand what to do. Teachers should not just read out the rules of the game or just write the rules on the board. For a game to be well organised and successful its instructions must be clear and easy to follow. Each game has a proper introduction, which is an explanation of the rules and a short demonstration of the activity.

For pair work and small groups of students, games are often easier to keep going than the best organised open-ended language practice exercises. Some games offer interesting possibilities to add variety to the usual activities done in class. For example, the traditional role of the teacher is at the centre of the interaction. Through games students have the opportunity to organise themselves in non-traditional ways and to choose their own adviser or leader. They have the chance to talk with colleagues freely without remarks from the teacher. To some learners having a game in class is an opportunity to interact freely with each other and helps them forget for a moment their inhibitions.

According to Wright, Betteridge, and Buckby (1987) when a teacher selects a game to be used in class it is necessary for this game to answer these following questions:

1. Will the game take the teacher a long time to prepare, compared with the amount of useful work teacher will get from it?
2. Will it be relatively easy for the teacher to organise in the classroom?
3. Is it likely to interest the particular group of learners teacher has in mind?
4. Is the language skill being taught compatible with the game selected to teach that skill?
5. Is the amount of language and the type of use enough to justify the use of the game? Or does the teacher have another reason for introducing it? (p.4)

If you as a teacher answers yes to all these questions the game selected will be a very efficient means of satisfying your students' needs. With these questions teachers can also justify the use of each game in terms of the density and meaningfulness of practice it provides.

The role of the teacher in the classroom during the implementation of a game can be different according to the organisation of the classroom. According to Campbell and Kryszewska (1992, p.6-7), the teacher can be:

- An active participant in the group, taking part in the activities, contributing with ideas and opinions, or relating personal experiences.
- A helper and a resource responding to learners' requests for help with vocabulary and grammar. By providing what the language students ask for, at the time they actually need it to express themselves; the teacher can facilitate more effective learning.
- A monitor, checking what learners have produced before they pass it on to other learners. This is especially desirable in, for example, grammar and examinations practice exercises.

The organisation of the classroom when implementing a game depends most of times on the type of game because each game sets different interactions. Teachers have an excellent opportunity to vary the organisation of the classroom. The traditional way of having the teacher in front of the students can easily be substituted by other ways of positioning the class which can give both the teachers and the students an opportunity to explore their needs.

The following graph gives some examples of the types of interactions created by various games:

Figure 2.1 Different Interactions Set by Games

Interactions set by games	How does it Work?	Type of games
Leader challenging whole group.	Teacher gives the instructions and the students follow the directions given. Teacher works against the students.	O'Grady Says (see appendix)
Leader challenging members of two teams.	Teacher divides the class in two groups and then gives the students' instructions. The two groups work as two teams directed by the teacher. This type of organisation can be excellent to use in large class. The two teams compete with each other.	Ship or Sheep. (See appendix)
Leader challenging whole group, who can ask him questions.	Teacher gives students clues and the students ask him questions related to the clues in order to find out the correct answer.	What's my line? (see appendix)
Pairs working together: teacher monitoring	Small class or large class can use games that students work in pairs.	Describe and Draw (see appendix)
Small groups working together; teacher monitoring.	Teacher organises the students in groups of four or five and give them instructions.	Picture Dominoes (See appendix,)
Everyone in class free to talk to everyone else.	Small class works well with this kind of organisation because the students have to walk around the class all at the same time.	Find your partner (See appendix)

For large and small classes teachers have to select carefully the organisation of the class to implement the game. All games can be used in all kind of classes the only problem is what to decide what organization will make the usage of games most effective.

I. Types of Games and their Usage

Games are fun and enjoyable activities that a teacher can use in class in order to motivate students to get interested in class. There are many categories of games: picture games, psychology games, caring and sharing games, card and board games, sound games, story games, word games, true/false games, memory games, questions and answer games, guessing and speculating games, code control games and finally communication games. Below is a brief description of the types of games available to the language teacher along with a brief indication of which macroskills are most benefited by that particular type of game. This section also points the reader to the appendix for examples with explanations for specific games in each category

Picture games are games in which the use of pictures plays a major part. There are various types of games in the section. Broadly, they involve comparing and contrasting pictures, considering possible relationships between pictures such as narrative sequence, describing key features so that someone else may identify them or describe them in a similar way. Most of picture games involves the learners in the relatively free use of all language at their command and can be use in all levels of proficiency. This game involves: “Happy twins” (A.2.1.1), “Describe and draw a picture” (A.2.1.2), “What’s the difference” (A.2.1.3), Drawing blind” (A.2.1.4), “Arrange the pictures” (A.2.1.5), “Describe and identify the pictures” (A.2.1.6), “Are you a good detective?” (A.2.1.7). The macroskills best practiced with picture games are speaking and writing (See appendix II).

Psychology games are games that involve a great awareness of the workings of the human mind and the five senses. These kinds of games involve much more individual variation of opinion and experience in specific ways that encourage concentration and language use. Speaking, listening and writing are the macroskills employed by these games. Types of psychology games include “Blobs” (A.2.2.1),, “How quickly can you see?” (A.2.1.2),, “Faces

and character” (A.2.2.3),, “Visual Imagery” (A.2.2.4), and “Palmistry” (A.2.2.5), (See appendix II).

Caring and sharing games demand and encourage trust and interest in others although some students may be shy or reluctance to share personal feelings and experiences with other class member. This game involves the students’ ability to know each other and learn to respect and value others whenever it is possible. Wright (1984) argues that the teacher and the learners must be convinced that the language used in this type of game is relevant to “real life” situations, that is, situations out of school where English is used (p.69). It includes games such as “Getting to Know Each Other” (A.2.3.1), “Guess Who it is” (A.2.3.2),, “Truth, Dare and Promise” (A.2.3.3),, “Six Eyes” (A.2.3.4),, “Fortune Telling” (A.2.3.5), and “Reading Someone’s Mind” (A.2.3.6), (See appendix II)

Card and board games are games that focus on visual materials such as a card with a word written or picture draw on it, which is attractive and also influences turn-taking of the players. This type of game is mainly concerned with writing, reading and speaking. These games include “Happy Families” (A.2.4.1), “Search” (A.2.4.2), and “Presents, Rewards and Punishments” (A.2.4.3), (See appendix II).

“Sound games are games that are concerned with listening activities which gives students rise to rich oral production. Sounds effects can create in the listener’s mind and impression of people, places and actions. There is a demand for the listener to contribute through the imagination. This inevitably leads to individual interpretations, and individual interpretations leads to a need to exchange points of view and to express opinions and ideas” (Wright, Buckby and Betteridge, 1984, p. 69). This type of game is concerned with the listening and speaking skills It includes “Actions by two people or more” (A.2.5.1), “Using the tape recorder” (A.2.5.2), (See appendix II).

Story games are games that “by their nature, provide a framework for learners to speak and write at length instead of engaging in short exchanges. This type of game gives the students the opportunity to speak freely without being corrected by the teacher at the moment of the speaking. This game also depends on the teacher’s ability to make a mental note of the error of the learners and later on to make a list of the errors to be corrected” (Wright, Buckby and Betteridge, 1984, p. 98). This type of game focus on the speaking and writing skills. It includes:, “Silly Stories” (A.2.6.1), “Fantasy Stories” (A.2.6.2), “Build a Story” (A.2.6.3), “Consequences” (A.2.6.4), “Bits and Pieces” (A.2.6.5), “Domino Story” (A.2.6.6), and “Change the Story” (A.2.6.7), (See appendix II).

Word games are games that are “focused initially on the word rather than on the sentence. These games involve spelling, words for sentence-making, word as inferred from contexts, or words as categorised according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length” (Wright, Buckby and Betteridge, 1984, p. 113). This game focus on the four skills, but mainly the writing skill. This type of game includes “Make a Sentence” (A.2.7.1),, “Connections” (A.2.7.2),, “Missing Words” (A.2.7.3),, “Additions” (A.2.7.4),, “Definitions” (A.2.7.5),, and “Daft Definition” (A.2.7.6), (See appendix II).

A true/false game essentially is when someone makes a statement which is either true or false. The object of the game is to decide which statement is true or false. All levels of proficiency can benefit from this sort of challenge. The macroskills best benefited with this type of game are listening, speaking and reading. They include: “Correct Me if I am Wrong” (A.2.8.1),, “Don’t Let them Pull your Leg” (A.2.8.2),, “Super Sleuth” (A.2.8.3),, and “There’s Something Wrong Somewhere” (A.2.8.4), (See appendix II).

“Memory games are games that challenge the players’ ability to remember. The inevitable differences between what players remember and what is the reality lead to discussion, in which opinions and information are exchanged” (Wright, Buckby and Betteridge, 1984, p. 139). Listening, reading and speaking are the skills most practised with the Memory games. These include “What’s Behind You?” (A.2.9.1), “Kim’s Game” (A.2.9.2),, “Pass the Message” (A.2.9.3), “Pass the Picture” (A.2.9.4), “Pelmanism” (A.2.9.5), (See appendix II).

“Questions and answer games are a variety of games designed to create contexts in which the learners want to ask questions in order to find something out. It’s believed that even here amusing and challenging contexts will lead to more efficient learning” (Wright, Buckby and Betteridge, 1984, p. 152). This game presents a rich source of practising the listening, speaking and reading skills. They include “Don’t say Yes or No” (A.2.10.1),, “Half the Class knows” (A.2.10.2), “Test your Knowledge” (A.2.10.3), “Twenty Questions” (A.2.10.4),, “What were you doing Last Night?” (A.2.10.5), “Who are you?” (A.2.10.6), “Flipping” (A.2.10.7), “Avoidance” (A.2.10.8), “Alibis” (A.2.10.9), “Distractions” (A.2.10.10), and “Questions for Answers” (A.2.10.11), (See appendix II).

Guessing and speculating games are games that someone knows something and the others must find out what it is. “It is possible to play these types of games by making short unconnected guesses. This makes them more useful for the learner who English is limited, although learners with a wide knowledge of English should be required to think and speak in a

more connected way” (Wright, Buckby and Betteridge, 1984, p. 169). This type of game focuses on the listening and the speaking skills mainly. They includes “Hiding and Finding” (A.2.11.1), “Feel and Think” (A.2.11.2), “One Idea at a Time” (A.2.11.3), “Box” (A.2.11.4), and “What on Earth is he talking about?” (A.2.11.5), (See appendix II).

Code-control games are games that “focus on the correct language including structure, spelling, pronunciation, and sound-discrimination. In this type of game learners feel motivated to concentrate and make the correct usage of the language” (Rixon, 1981, p. 22). They include “Ship or Sheep”, “Hangman”, and “I went Shopping”.

Communication games are games focused on the message given by the players and the reaction given back to the message including giving and following instructions, describing something, complete a task, and persuading someone. In these game learners are less conscious of the language used because they are concentrating more on the task rather than on the language used. This type of game would be good for language teaching because students have the opportunity to find the expressions or words to use in order to do something without worrying about the structures of the language. This game focuses on the four macroskills and also on the physical capacity of the students’ abilities to certain do things. This type of games includes: “Describe and Draw”, “Happy Families”, and “Find the Difference” (See appendix II).

The majority of these types of games can be used in the classroom at any time and in any circumstances. The teacher must be aware of the size and the level of the student. Taking into account the constraints that may happen such as noise and class management the teacher has a rich source to use and to explore together with the students. In the section of recommendation and suggestions some advice is given in order to overcome these constrains and also to make the usage of games more effective.

IV. Action Research

This survey was implemented in Amor de Deus high school in Terra Branca with students and teachers from 3rd Cycle English classes. The students had the opportunity to answer this survey with eight questions related to the usage of games in the 3rd Cycle. I choose this school because it is the place where I actually work and I wanted to find more sources to develop activities to motivate them in the process of learning.

All the classrooms are the same size and class size is not a problem at Amor de Deus high school when a teacher wants to apply a game. Noise is a challenge to overcome since the school has a primary school for children and sometimes the teacher has a big job to make the students feel motivated in the classroom when the noise level is high.

4.1 Student Survey (See Appendix III).

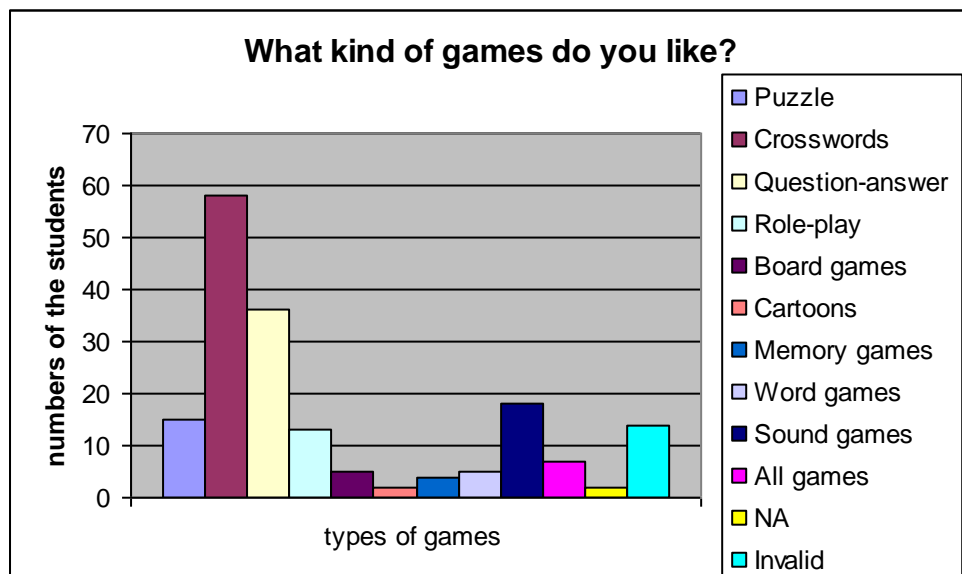
The average age of the students surveyed was 17 to 19 years old. There were a total of 179 students surveyed, with sixty-one from the 12th year and 118 from the 11th year divided into eight turmas; with three from the 12th year and five from the 11th year. The classrooms were not mixed and each turma had its own space. However the classes did not have the same numbers of students. The largest class had 31 students and smallest had 23 students.

In general, Amor de Deus is a well run school with motivated staff and the student accepted the survey well. Almost all the students answered the questions in the survey; however, fourteen students did not take the survey seriously. Three of them were absent and they never returned the survey back; the others filled all the spaces and they made comments that were not useful for the work.

When asked, the majority of the students (88.3%) answered that they like the teacher to use games in class. Only a few students (2.8%) answered that they did not enjoy the use of games in class. In these responses it is easy to see that the majority of students accept and like the use of games in class.

Graph 4.1 indicates the types of games students said they most enjoy.

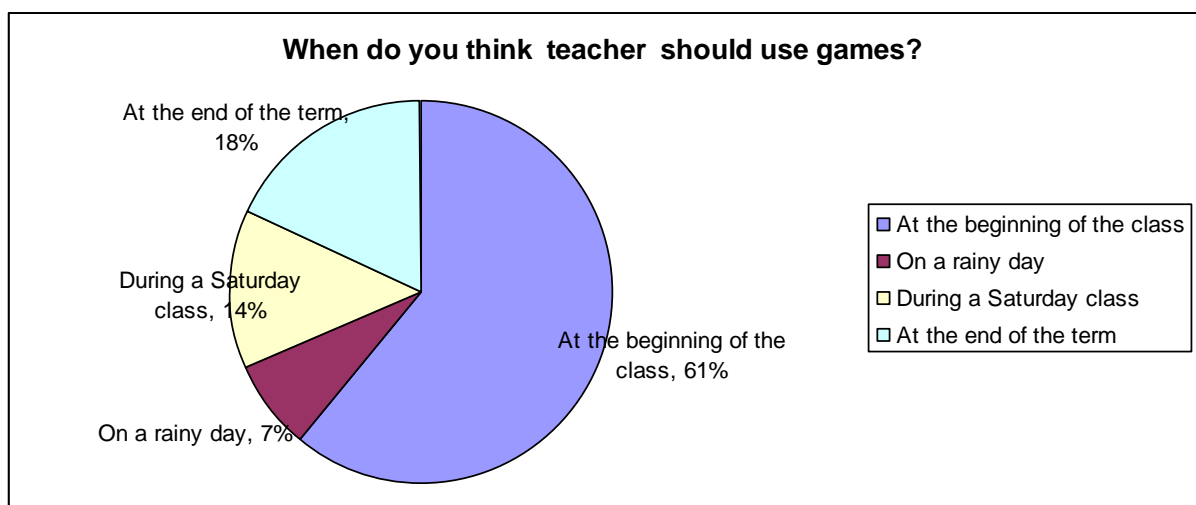
Graph 4.1



The type of games students like most was the crosswords game, followed closely by question-answer games and puzzles. According to the students' choices, the rest of the games will be organised as follows from the most preferred to the least preferred: role-play, word games, board games, memory games and finally cartoons.

Question 3 tried to identify when students thought games should be used in class. Graph 4.2 demonstrates the results.

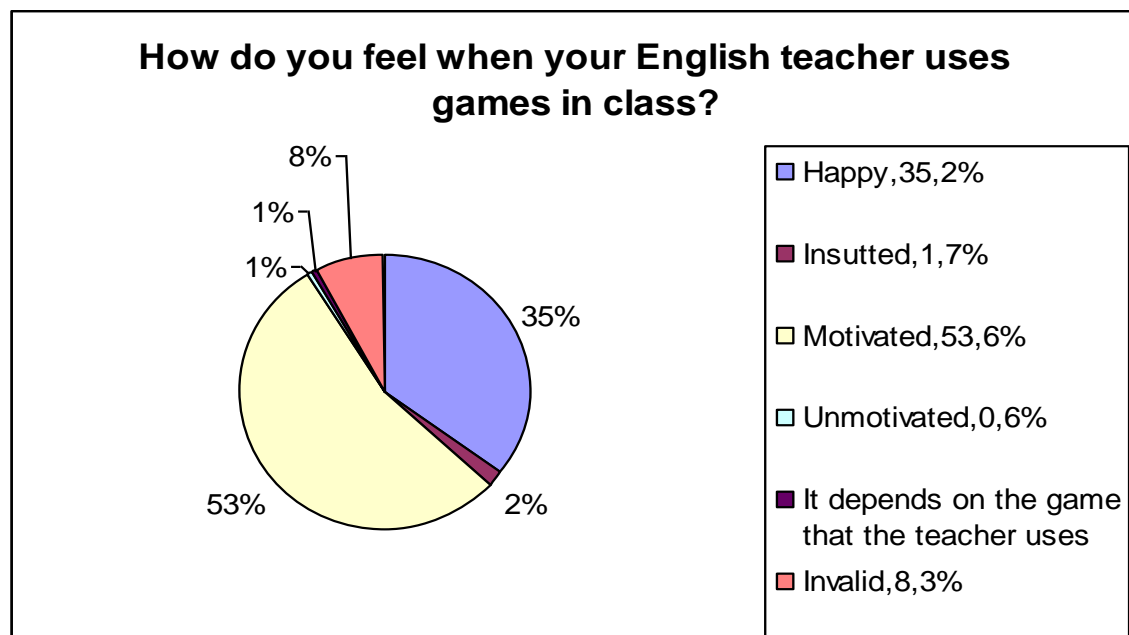
Graph 4.2



Most of the students thought that games should be used at the beginning of the class (54, 7%). The second and third groups chose the end of the term (16,2%) or during a Saturday class (12,3%). A few students choose the of use games on a rainy day. Only two students answered that teachers should never use games in class.

Graph 4.3 below illustrates how English students in the 3rd Cycle at Amor de Deus feel when teachers implement games in the classroom.

Graph 4.3



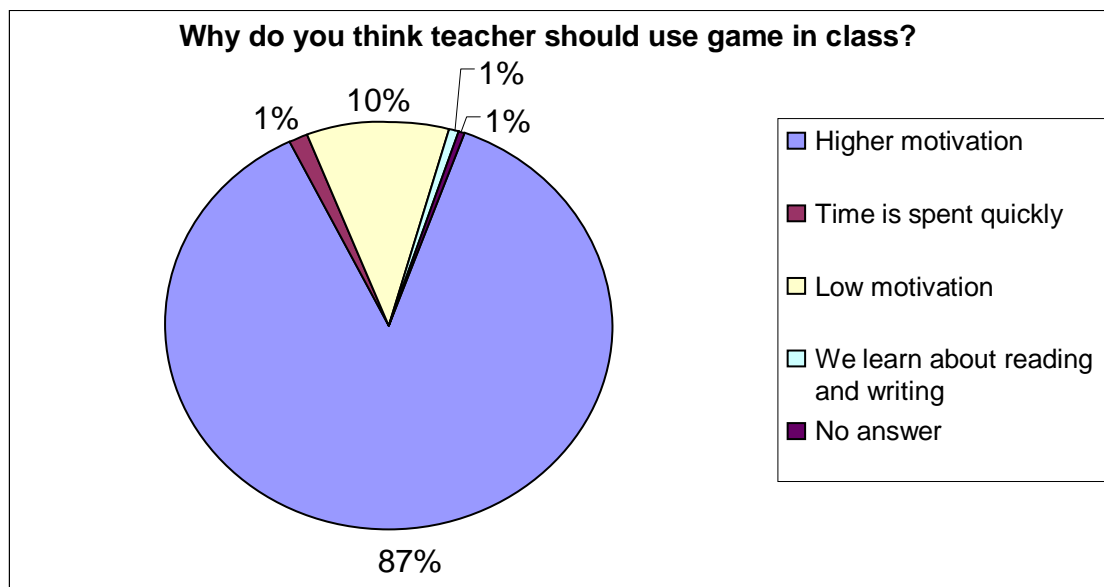
The majority (53, 6%) of students feel motivated when the teacher uses games in class while only one student feels unmotivated. Another student gave a different answer saying that her feelings depend on the teacher's choice of the game.

The following figure 4.1 represents whether or not students think that teachers should use games in class. When asked if teachers should use games in class, the majority of students answered that teacher should use games (89, 9%) in class while a few students answered that they should not (1, 7%). There was one student who gave no answer and fourteen students answered both yes and no. These fourteen answers were considered invalid.

Figure 4.1

Do you think that teacher should use game in class?	Numbers of the students	Percentage
Yes	161	89,9
No	3	1,7
NA	1	,6
Total	165	92,2
Invalid	14	7,8

The sixth question assesses the students understanding of why teachers should use games in the classrooms (See figure 4.2).

Figure 4.2

A high percentage (80,4%) of students answered that one of the reason for teachers to use games in class is that there is higher motivation for learning. A few others (9, 5%) said that there is lower motivation. Only two students answered that time goes by quickly. Only one student gave a different answer which is that they learn about reading and writing.

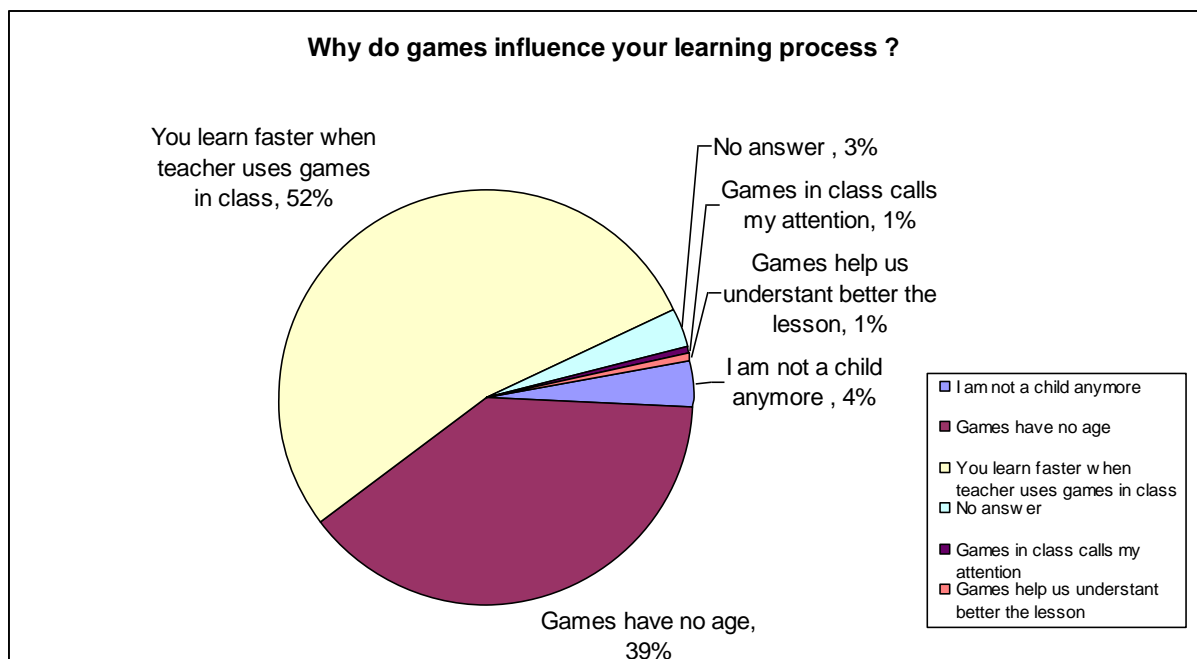
When asked if they believed that the use of games influenced their process of learning, students responded in the following way represented in Figure 4.2.

Figure 4.2

Being in the 3rd Cycle, do games influence your learning process?	Numbers of the students	Percentage
Yes	144	80,4
No	20	11,2
NA	1	,6
Total	165	92,2
Invalid	14	7,8

A large percentage of students (80,4%) answered that even being in the 3rd Cycle games can influence their process of learning and only a few answered that there was no influence (11,2%).

Finally, when asked to justify why games influence their process of learning, the students responded according to the information presented in Graph 4.4 below.

Graph 4.4

Most of the students said that they learn faster when the teacher uses games in class (49,2%). Others said that games have no age limit (35, 6%). Some students (3,4%) who answered no in the previous question (question#7, which asked if games influence the learning

process) answered that they are not children anymore and two students gave a different opinion. One answered that “the usage of games in class calls my attention” and the other states that “games help us understand the lesson better”.

4.2 Teacher Survey (See Appendix III)

The teacher survey had sixteen (16) questions related to the usage of games in class. The survey of the teacher had the same content as the students’ survey. There are two teachers of English from Amor de Deus High School represented in the survey. Amor de Deus high school has only four teachers that teach the English Language, but only two of them teach the 3rd Cycle. These teachers are from Santiago Island and the first school where they taught was Amor de Deus. These two teachers surveyed are the actual teachers of the students surveyed. The correlation between students and teachers is important to see if there is any influence or relationship between the students and teacher’s responses to the survey. In addition to the questions about the affect of games in the classroom, the teachers also were asked what type of material development would assist them in the implementation of games (See appendix III). They both learned about using games as part of their education and they believe games should be used as part of the 3rd Cycle curriculum. I will refer to them as Teacher A and Teacher B.

4.2.1. Teacher A

Teacher A, who has a Licenciatura from ISE and has been teaching for 5 years, uses games in his classes. He states that when he uses games in classes students are more motivated, they learn more and there is higher level of participation. This teacher thinks that games should be used as a motivation/warm-up at the beginning of the classes because games are important to motivate and also to involve the students in the lesson. He uses games at the beginning of the lesson. He states that he uses all types of games but the most used is crosswords and he prefers students to be organised in pairs. His students ask him to use games in class because students are conscious that they will learn more and he incorporate games in the Ministry of Education curriculum. This teacher believes that there is higher motivation and students participate more when he uses games in class. In his opinion there is a lack of materials for the implementation of games and Ministry of Education should look for more materials to be used in English classes. According to this teacher the class size can interfere when he is using games in classes and that is why he prefers to use pair work instead of other structures. The reason why he

prefers pair work is class management and he thinks that high schools should have a room only for the usage of games.

4.2.2. Teacher B

Teacher B, who is doing a Licenciatura in progress at ISE and has been teaching for two years, stated that he uses games all the time and games can be used in the 3rd Cycle. In the 3rd Cycle students feel more motivated and they learn more. Teacher B preferred pair and individual work and in his opinion games should be used sometimes as a full-length class. According to him students feel more conscious of their learning process when he uses games as a full length class; he felt they would be motivated to learn.

Teacher B, who uses games as a full length class, uses games during Saturday classes. According to this teacher there is no lack of materials for the implementation of game because he believes that teachers can adapt or create games for their students and in that case teachers would be more aware of the students needs. Teacher B is more concerned with the expense of the material used in which he says that there is always money for others things so it is possible to find some and create or adapt games. In his opinion the development of a book with topics for games that could be used in all levels would be very useful.

4.3.3. Major similarities with teacher A and teacher B

- Both teachers use games in their classes and they agree that games should be used in the third Cycle.
- These teachers use all kind of games but the most frequently used is crosswords.
- Both teachers A and B agree that in Cape Verde we as teachers do not face low motivation on a rainy day because when it rains in Cape Verde, it is a happy day.
- They both agree that games are not to be used only at the end of the term; however, in some cases they use games at the end of the term.
- These teachers prefer pair work because they can have better control over the students, the classroom and the implementation of the game.
- They both incorporate Ministry of Education curriculum into games because they have the topics and the only work is to select the efficient and the best game to match those topics.

- Both teachers answered that students ask for games in class because they are conscious they will learn more.
- Teachers agree that when they use games in class, students are more motivated to learn. There is also higher motivation and students participate more.
- They both agree that students do not feel insulted when they use games in class.
- They both agree that class size interferes when using games in class.

4.2.4. Major differences between teacher A and teacher B

- While teacher A believes that there is lack of materials for the implementation of games and the Ministry of Education should look for more materials to use in an English class, teacher B argues that we as a teachers can also adapt or create new games for our students and in this case we are more aware of our students' needs. Teacher B sees the responsibility of game implementation as the teacher's responsibility while Teacher A believes the Ministry of Education should be responsible.
- While teacher B is only concerned with class management as one of the constraints for the implementation of games in class, teacher A is more concerned with both expense and class management.
- While teacher A kept saying that teachers should find another place outside of the classroom to use when implementing the game in the classroom, teacher B argues that it is not difficult to overcome class management or lack of materials because teachers can create their own games according to the classroom environment they are already in. Again Teacher A sees the responsibility of games as outside of the teacher's role, while Teacher B sees it has the teacher's responsibility to be creative in the implementation of a game.
- These teachers presented different suggestions. Teacher A suggested creating a book of games that can be used without being adapted in order to facilitate the students' comprehension of games while teacher B suggested to create a book focused primarily on students' level.

V. Analysis of the Research

With all these results I can say that students like games in class because their teachers use games in class! Let's analyse step by step.

According to the survey both teachers and students accept well the usage of games in class and they agree that games should be used with the 3rd Cycle students. I expected different reactions from the students; I was expecting that they would consider the usage of games a waste of time or that the usage of games is only for children. However, according to the survey done in Amor de Deus High School, students do not show resistance to the usage of games in an English class. The survey shows that students like the usage of games, they accept their usage in class and they also ask for more games in class!

Both teachers and students agree that they do not only enjoy, but they also feel motivated and learn faster with the usage of games in class. I was expecting that the typical game a teacher uses in class would be an easy game to implement in order to fill the time and students would consider the usage of game an opportunity to make noise and disturb the lesson in class. But in fact the survey shows not only that students enjoy the usage of games in class, but also students' responses indicate that generally they learn more when teacher use games in class. It is generally accepted by teachers that 3rd Cycle students are considered students that do not accept the usage of games in class because they feel they are not children anymore and they need to do things they consider more important in class. The students' survey said that students believe games influence their process of learning because they feel more motivated to participate in class and they learn more at any time teachers use games in class.

The students' favourite type of games is crosswords although they accept all types of games teachers use. The type of games teacher use most in class is the type of games students stated they enjoy most. There seems to be an obvious relationship between what teachers use and what students like. Students feel motivated and participate more when teachers use games in class and the teachers notice that students have higher motivation to participate in the class

game. If teachers use variety then the students will accept and become familiar with a great variety of games.

This survey shows that at least in Amor de Deus it is the responsibility of the teacher to use games in class. Whichever game teacher uses in class it will be well accepted by the students. The literature review and the survey of both teachers and students indicate that games are effective, and the students accept well their usage. If everyone enjoys games, and both teachers and students agree that learning and motivation are higher and students generally accept games, then it is the responsibility of the teacher to implement the game in class.

If teachers know that games are effective and when they use games students accept the usage of games, then why do they not use games more? According to the survey done, teachers face with three major difficulties when implementing a game:

1. Class size
2. Expense
3. Lack of materials

Although they are sizable challenges they should not detain the teacher from using games in the classroom. In the survey teachers gave some suggestion of how to overcome these challenges. Teacher A suggested a special room be set aside for the implementation of games. This suggestion is very unrealistic. In Cape Verde many high schools need more classrooms and how could one classroom only be used when a teacher is implementing a game? The other suggestion was for the teacher to take on the expense of the copies for example. That could happen if the school gave some kind of monetary help but truly this does not happen or at least not with games. In the recommendation section of this work I will propose some realistic strategies to overcome these challenge.

According to the teacher surveys, there are different opinion about the Ministry of Education and its role in assisting teachers to implement games. There is a strong disagreement between teacher A and teacher B when talking about materials because one teacher states that it is the Ministry of Education's business to search for materials while the other teacher states that it is up to the teacher to search for games. At first I can say that the responsibility of teaching and development of materials is not only the responsibility of the Ministry of Education, but both the teacher and the Ministry of Education.

I do not suggest the creation of an official resource book of games by the Ministry of Education. Games are tools which are the choice of the teacher to be used or not in class. There is no mandate from the Ministry of Education requiring teachers to use games. Second, I would say that the Ministry of Education cannot create a book of games to be used in English classes

because there are many things to take into account when creating a book of games and it would be difficult to address all of these different challenges in one official book. These factors include the needs of the students which only the teacher may know, for example the level of the students, which games for what purpose, the time the game should be used and what is the purpose of using games. Thus the Ministry of Education should create the English official coursebook for all levels to be used in all High schools which includes samples of different types of games. It will then be up to the teacher to adapt those samples and to search for other resources for games.

The teachers' responses to the survey show that the time they use games in class often varies. According to the survey, teachers used games frequently on a Saturday class and at the beginning of the lesson. They also used games as a motivation/warm-up and also as a full-length class. The games were accepted well by the students and they were successfully implemented in all cases. Thus through the results of the survey, I can state that games can be used at any time during a class.

In summary, the most important finding is that students will generally accept games, they feel motivated and learn faster with the usage of games in class, and they ask for games in class, but it is the teacher responsibility to implement the games successfully.

The next section of Recommendation is designed to assist teachers in Cape Verde in the successful selection and implementation of games.

VI. Recommendations

As I stated before this section of recommendations will offer you, as a teacher, strategies to overcome the major difficulties you face with when implementing a game. The difficulties most cited by the research were class size, expense and lack of materials related to games. These difficulties were reinforced by the results of the survey done in Amor de Deus High School which reported that these are the major difficulties teachers face with when implementing a game in class.

The first challenge is the class size. Small classes and large classes offer different types of organisation and with small classes teachers have more opportunity to organise the class in many different ways according to the type of games. In Cape Verde the majority of the high schools have large classes with an average of 45 to 50 students. Therefore, teachers in Cape Verde have a high need for more strategies to use with a large class when implementing a game. When teachers are selecting a game the first thing they must take in to account is the type of organisation of the class they are going to use.

There are four major types of organisation in the classroom: class work, group work, pair work and individual work. Of the four types of grouping, pair and group work are very important, in general and for games specifically, if each learner is to have enough oral practice in the language use. The students can work in pairs or in groups of five to six students according to the type of game selected. The teacher should be careful not to put students with the same capacity in the same group that is, more able students in one group and less able in the other group. The groups of students should be mixed, each group containing different students with different levels of proficiency. This organisation is preferred because in a group of students with different abilities, they can share their experiences and also they can learn with and from one another.

Pair work is easy and fast to organise in large classes. Teachers can make the students work in pair without changing their places. The students have just to turn to their partner, if they are seated in pairs. If the students are seated individually teacher can group students whose row

is next to each other. This type of class organisation is better than group work if there are discipline problems in the classroom. But some games need to be organised in groups of four to six students. The teacher should be aware of those types of games which need a group work organisation. The teacher should decide if the game can be adapted or not to pair work organisation. If it is not possible the teacher has two choices: one, the teacher can choose another game that fits with the class; two, the teacher can work with group work by making groups of students which are seated next to each other. In that case the students have only to turn their chairs to one another. In that way the teacher saves time and the students do not make noise with the furniture of the classroom. The teacher should establish the membership of the groups and keep the same organisation from class to class for better efficiency.

If it is the first time the teacher is using game in a large class it is advisable to begin group work slowly. First, the teacher should make the students familiar with pair work. Then use games that organise rows of students (if that is how they are seated) to play against other rows. Finally, after the students are used to the games ask the row of students to group themselves together to play a game between them. The role of the teacher is to go from group to group listening, contributing, and if needed, correcting.

In general group work needs a leader and this leader is usually the more able students, which may be positive or negative. Positive because this student will get more practice with the language used and negative because a shy student may not feel comfortable to participate in the group work in front of the student leader. The group can work without a leader or the teacher can give the responsibility of being a leader to a shy student in order to encourage him to participate in the class.

The appendix presented in this work includes the information of how to group the students according to the game the teacher wants to use.

The second major difficulty or challenge the teachers face in the implementation of games is the expense of the materials related to games. In relation to the expense of copies teacher can re-uses the copies or share copies with other teachers; teacher can also use the board and then have the students copy to their notebooks. Also, the teacher can select a game that does not need to be copied. Many games are oral and do not have an expense associated with them. Another choice is to ask the students to get their own copy of the material needed for the implementation of the game coordinating with the student responsible for the classroom. Or the responsible student can collect the money a week or at least three days before the date of the usage of the game in class. The teachers should save a copy of the game used for further use.

The third and final major difficulty teachers face is the lack of materials with actual games to use in Cape Verde. The first strategy suggested is for the teacher to collect new games.

The first thing the teachers needs to have in mind is that any activity which both involves language and is something the students enjoy is good language learning material. The teacher can find new games by studying magazines, newspapers, radio and television programmes, party games and by asking the students. If the teacher is creating games in the classroom and the language is appropriate, then the activities are useful.

It is a good help to collect and keep a file of games well-organised. This well organised file can be accessible within a school allowing all teachers access and the opportunity to contribute. Games with visual materials could be kept in similar size envelopes in the same folder. It is helpful if the description of the game is written on the outside of the envelope and the visuals and handouts kept inside.

When a teacher is collecting a game it is important to search what language the players need to understand and what language they need to use in a game. The level of language is determined by the type of use; the level is not just the structures and vocabulary items themselves.

Teachers should be able to adapt existing games for their purposes. Most games that are available for teachers in Cape Verde are for beginners and elementary students. The teacher can adapted these games to more advanced levels or to the level of the students by changing the language used and the grammatical points focused on in the game. The teacher can use the same structure of the game which could be pair work, group work, class work or individual work while adapting other elements of the game to match the level of the participants.

Teachers should also be creative in the inventions of new games Many visual materials can influence the teacher to create a new game. For instance a ball, a toy or any other funny object can light some ideas on the teacher's mind. If the teacher picks an object he can take notes of what is coming to his mind in a notebook at the same time. Next, the teacher can organise the ideas in order to make them useful or to illustrate what he wants to teach with that game. Then, the teacher applies the function or the structure adequate to the level of the students. Finally, the teacher checks to see if there is any point which was not taken into consideration. After all these points the new invented game is ready to be put in practice taking always into consideration the level and the needs of the students.

The previous recommendations were given in order to solve the major difficulty teachers face when implementing a game in class according to the results of the survey done in Amor de

Deus high school. The next thing I will suggest is to analyse the following clues presented by Mollica (1976, p.34) step by step before using a game in class:

1. Do not try too hard. Let the interest of the students in a specific type of game arise naturally, encourage it, do not force it. Do not be discouraged if the first time it does not meet your expectations.

2. Do what fits your personality and your students' personality. Never force it, it will not work. You might want to explore outside your comfort field and try a different type of game. Remember your class is made up of individuals with different tastes and they may not enjoy the game.

3. Do not use types of games that only a few students may enjoy, some students may feel left out. Your goal is not to satisfy some students' wishes or desires but to involve all students in the process of learning. If you use it in a specific case, it should be for affective reasons as well and used carefully.

4. Make the usage of games an integral part of your class, rather than something special. Games work best as a natural on-going part of classroom learning. Be careful not to over use it; it could lose its value and effect. With practice you will develop a style and comfort field to use with games.

5. The use of games will depend on the content you are teaching and the availability of appropriate game material. Have specific goals or objectives in mind. Using games to teach has to be well prepared. With time you will become more and more self assured with their use. Allow yourself time to experiment and see what works well.

6. When a game is planned as part of the teaching strategy, a caring environment is established, there is an attitude of flexibility, and communication between student and teacher is that of freedom and openness. The tone is set allowing for human error with freedom to explore alternatives in the learning situation. This reduces the authoritarian position of the teacher which allows the teacher to be a facilitator of the learning process.

7. The usage of games should be related to what are you doing in the classroom. Games may be used to solicit dialogue, conversations and develop vocabulary. At times you may want to use it as a break before going on to something else. However, the game should always be of an appropriate nature and interest to your students.

8. The time to which you use games will vary in your class. It can be, at the beginning of the lesson, in the middle or at the end of the lesson and it only depends on the purpose of the lesson and what is your goal. Interpretation, discussion and analysis of the game will vary on

the proficiency of your class. The game must be comprehensible, with themes that your students can relate to.

9. As with all communicative learning activities, prepare your students. Begin by discussing games. What their favourites are and what yours are. Tell them you are going to use a specific type of game to illustrate what they are learning and to have fun. The pedagogical reasons for their use can be known by you. What the students will know is that the game will help them better understand and learn the language.

10. Remember, it is important to keep it simple, with a specific objective. Do not attempt to use, for example, the future, past participle, verb agreement and the use of idiomatic expressions all at same time. You may want to use a specific game to teach a specific content. Although it is recommend that you use a different type of game for each purpose to enjoy the game more.

11. You should never forget the importance of the affective environment in second language teaching. It cannot be emphasized enough that students are more willing to participate and take risks in using their second language in a classroom that allows them to do so without fear of criticism and ridicule. It is important for the teacher to create a "positive atmosphere" for learning. Games, by decreasing anxiety and stress, can contribute to this positive classroom, to class unity and learning.

12. You as a teacher should pay attention to those students who are too afraid or nervous to attempt expressing themselves in their second language. We should not ignore them, but instead make them part of our everyday classroom learning.

All the clues above reinforce the elements of implementing a game discussed in the literary review: the quality of games, games to teach the macroskills, motivation, level, time and organisation of the usage of games.

This thesis is a rich source of information related to the usage of game in the 3rd Cycle and the teachers can have access too many aspects related to the implementation of games. The action research done in Amor de Deus high school is for the teacher an important set of information in order to feel more confident to use games in class.

The intention of the thesis is to show the importance of the usage of games in the 3rd Cycle and the way to implement them. Then to empower teachers in the use of games.

The appendix is a way that I found to enrich the teacher choices related to the materials that are used for the implementation of games in the 3rd Cycle. It contains different samples of games that can be used at the beginning of the class or as full class. The appendix includes games that focus on the macroskills, spelling, pronunciation and also vocabulary. The teacher

can explore, adapt, change or alter the game he consider useful to teach some subject in a 3rd Cycle class.

VII. Conclusion

The major objective of this thesis was to convince 3rd Cycle students and teachers to use games in their classes.

Through the literary review I found much information that reinforces the importance of games. The literature was concerned with the understanding of how to select and implement games in the classroom in order to motivate or increase learners' interest in learning. Through different types of games the teacher can facilitate the process of learning and increase motivation. There are different types of games that can be used with different levels of proficiency, while focusing on different macroskills or vocabulary elements. The amount of time a game is used in class depends mostly on the objectives of the teacher. It can be used at the beginning of the lesson as a warm-up or as a full-length class to present the lesson contents. The implementation of the games can be organised as a class work, as a group work, as pair work or as individual work. The class size is very important when implementing a game in class because some games need more space than others.

Then, in the action research done in Amor de Deus High School I found more information to support the usage of games. Most significance was that students do not have to be convinced to accept the usage of games in class. In fact, they frequently ask for games in English classes. I was very surprised with the results achieved because I was expecting at least 50% of the students to answer that they like the usage of games in class. The survey shows the effectiveness of games as well as how well they are received by students. More than 90% of students accepted the usage of games in class. I can see that games are very important to be used in the 3rd Cycle and that at least the students and teachers at Amor de Deus high school are willing to use games in the process of learning.

I choose the 3rd Cycle as the focus of this work because this cycle does not have a specific coursebook yet and the students have a different responsibility from the other cycles. They have already learned everything in the English language curriculum and there is nothing new to learn. Their job is to put into practise all of the things they learned in the other cycles.

3rd Cycle students have more work to do in order to achieve high enough grades to become candidates for the university. The main problems of the 3rd cycle are the high expectations and nothing to motivate the students in the process of learning. My goal was to give these students something that motivates them and allows them to participate actively at least in the English classes. For these reasons, I find games especially important for the 3rd cycle.

The second major objective was give teachers resources for the actual implementation of games in their classrooms by making an appendix with samples of games to be used in the 3rd Cycle and by offering a sample of recommendation to follow so that the usage of games is effective and achieved with success. The appendix presented is to be used by the teachers in 3rd Cycle classroom but it can be adapted for the other levels.

There are a total of three appendixes. Appendix I includes a samples of games to be used at the beginning of the lesson as a warm-up and motivation. Appendix II includes samples of games to be used as a half or full class. Appendix III includes copies of survey done in Amor de Deus and also copies of games, mainly word games. The Appendices indicate the games which include the teaching and learning of specific macroskills or vocabulary elements, and they indicate the classroom organization and group structure to use as well as the time the game would take to put into practice.

I expect that teachers will find this work useful and for further studies I would suggest a research to be done in others schools of Praia to see if games are used and if this usage is effective. I also would suggest a research on the other two Cycles, 1st Cycle and 2nd Cycle, to check if games are effective also in these cycles. Another suggestion is to make a research that proves or disproves the efficacy of different types of games.

Games are fun activities that when used in class offers a great opportunity for the teacher and the students to relate with each other in fun and enjoyable activities. They also provide a great opportunity for students to learn how to communicate in different contexts related to real life. I hope that teachers consider this work as something to be used in class in order to improve the learning process.

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APPENDIX

Appendices

This appendix includes samples of games to use in the 3rd Cycle in an English class. It also includes information about the skill most focused on, the appropriate level and some suggestions/recommendations. Appendix I includes some games that can be used at the beginning of the class for motivation and do not require, in general, extra materials or resources. Appendix II includes the games referred to in Chapter III and should be used as a half or full length class. The category of each game is coded by a symbol which should assist the teacher in selecting a game for their purposes. The codes indicate the following:

- * - Oral Games
- ** - Vocabulary Games
- *** - Written Games
- **** - Games that need specific materials
- # - Pair Work
- ## - Group Work
- ### - Class Work

Finally, Appendix III includes copies of the surveys conducted at Amor de Deus High School.

Appendix I

AI.1 Adjectives and Nouns

Focus on: position of adjective before noun; vocabulary

Level: intermediate/advanced

Procedure: Students suggest adjective-noun phrases, for example, “a black cat” or “an expert doctor”. Contribute some yourself. As the phrases are suggested, write the adjectives in a column down the left-hand side of the board, and the nouns on the right-hand side. The results will look something like this:

A black	cat
An expert	doctor
A brilliant	student
A tidy	room
A rainy	day
A difficult	problem

Then the students volunteer ideas for different combinations, for example “a black doctor”. Draw a line to join the two words. See how many combinations the class can make. If someone suggests an unusual or strange combination, they have to justify it. Could they justify “an expert cat”, for example?

Variation: For an advanced class you might try adverb–adjective combinations: “desperately miserable” or “reasonably fair”.

(*Ur and Wright, 1992, p. 1*)

A.I.2 Associations

Focus on: Vocabulary review and enrichment through imaginative association.

Level: intermediate/advanced

Procedure: Start by suggesting an evocative word: “storm” for example. A student says what the word suggests to him or her. One response might be “dark”. The next student suggests an association with the word “dark”, for example, “coffee”. This continues round the class.

Others words you might start with include: sea, fire, tired, holiday, morning, English, family, home, angry. Or use an item of vocabulary the class has recently learnt.

Variation: If there is time, after you have completed the chain of about 15-25 associations, take the final word suggested, write it on the board, and together with the class, try to reconstruct the entire chain back to the original idea.

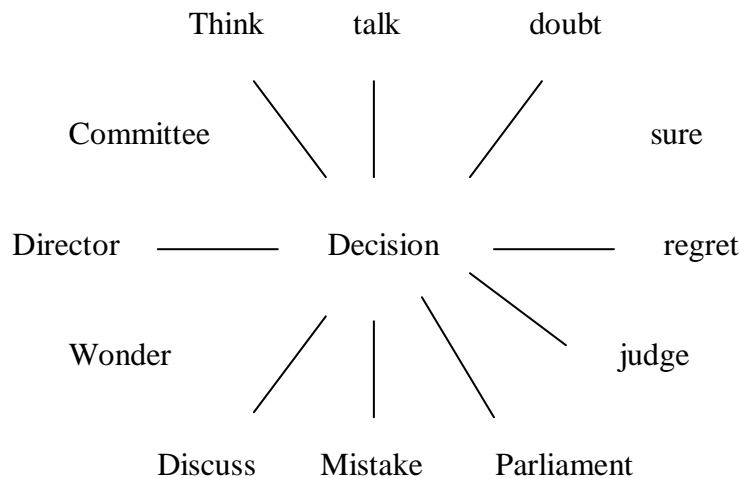
(*Ur and Wright, 1992, p. 3*)

A.I.3 Brainstorm Round a Word

Focus on: Vocabulary review and enrichment.

Level: intermediate

Procedure: Take a word the class has recently learnt, and ask the students to suggest all the word they associate with it. Write each suggestion on the board with a line joining it to the original word, in a circle, so that you get a “sunray” effect. If the original word was “decision”, for example, you might get:



Variation: The same activity can be used as an introduction to literature. Take a central theme or concept of a story or poem you are planning to read with the class. Then, brainstorm associations in order to open and direct students' thinking towards the ideas that they will encounter in the text.

(Ur and Wright, 1992, p. 4)

A.I.4 Controversial Statements

Focus on: discussion of controversial topics.

Level: intermediate / advanced

Procedure: Write two or three controversial statements or proverbs on the board. Each student writes down "agree" or "disagree" or "don't know" for each item (see the box below). Invite them to compare their answers in pairs or threes. Then find, by vote, out what the majority opinion on each is. If you have time discuss them.

Sample Controversial Statements

1. Beauty is only a matter of taste.
2. Riches are for spending.
3. Punishment never does any good.
4. A foreign language can only be learned, not taught.
5. A woman's place is in the home.
6. Boys and girls should have the same education.
7. A country gets the government it deserves.
8. Teaching is basically a matter of explaining things properly.
9. Married people are happier than unmarried people.
10. Love means never saying you are sorry.
11. People work better if they are paid more.
12. Everyone is basically selfish.

(Ur and Wright, 1992, p. 10)

A.I.5 Damaged Property**Focus on:** guessing; using the past tense.**Level:** intermediate / advanced

Procedure: Present a brief description of a piece of property that is damaged. For example: a watch that has stopped or a suitcase with the handle missing. You need to have in your mind the reason for the damage and the students try to guess that reason. Allow “narrowing-down” questions. For example, “Did it happen because of carelessness?” Give hints; “It happened while I was cooking ...,” to maintain pace and ensure the students’ ultimate success in guessing. The successful guesser can suggest the next damaged item.

Examples of Damaged Items

1. A watch that has stopped (dropped into a soup while I was cooking).
2. A suitcase with the handle missing (a thief tried to steal it, I pulled it back, he got away with the handle).
3. An umbrella with a hole in it (someone’s lighted cigarette fell on it).
4. A pencil with the lead broken off (I tried to open my desk drawer with it).
5. A book with some pages torn out (took it camping and urgently needed paper to light a fire).
6. Jeans that are torn and faded (done on purpose to be more fashionable).
7. A car that won’t start (battery run down because the lights were left on all night).
8. A broken window (a tree fell onto it during a storm).

(Ur and Wright, 1992, p. 14)

A.I.6 Discussion Lessons**Focus on:** discussions**Level:** intermediate / advanced

Procedure: Five minutes before the end of the lesson ask the students how the lesson was organized and what basic activities were done. Write these on the board. Indicating one of the activities, ask what the students feel they got from it. You might ask if they felt it could have been improved as an activity. Ask if the learning point needs more work in future lessons. When a point has been made by one student, check with the class as a whole to find if the view is shared. You might conclude by summarizing what you were trying to achieve and what you feel you have learned from their feedback.

Variation: Ask the students to write their experience in form of a letter addressed to you. Try to reply to each student if you possibly can.

(Ur and Wright, 1992, p. 17)

A.I.7 English words in our language**Focus on:** study of cognates or loan words from English in the students’ mother tongue.**Level:** intermediate / advanced

Procedure: In pairs or small groups the students think of as many words as they can in two minutes that they know were originally English, but are commonly used in their own language. Write all the words on the board. Alternatively, do the activity as a competition and see which group has the most words.

(Ur and Wright, 1992, p. 20)

A.I.8 Evidence

Focus on: information-gap discussion; use of the “logical necessity” modals *can* and *must*.

Level: intermediate / advanced

Procedure: Two students stand with their backs to the board; they are the “detectives”. You write up a brief situation (for examples, see the box below). The rest of the class are “witnesses” and suggest, orally, concrete evidence (sounds, sights, smells, etc) for the existence of the situation, without mentioning the situation itself. The “detectives” have to deduce it from the evidence.

Variation: If you have more time, the activity can be organised as a team game, with each team taking turns being “detectives” and “witnesses”.

For example, if the situation is “the school must be on fire” the “witnesses” might say:

I can smell smoke.

It’s getting hotter in here.

I can hear the alarm bell.

People are jumping out of the window.

Sample of Evidence

1. She must love reading.
2. That child must be ill.
3. Someone must be at the door.
4. It can’t very cold outside.
5. You must have a cold.
6. He can’t have washed for some time.
7. He can’t be in very good mood.
8. They can’t like me very much.
9. That child must be very popular.
10. It must be time to go home.

(Ur and Wright, 1992, p.20)

A.I.9 Express Your View

Focus on: speaking and listening

Level: intermediate / advanced

Procedure: Near the beginning of term, tell the students that you want each of them to be ready to talk for exactly four minutes on a subject they care about. Each week select a name randomly (perhaps from names in a hat). That student must prepare his or her talk for the following week. At the end of the talk the other students can ask questions and express how they feel about the ideas expressed.

Guidance to the students:

1. The talk should take into account the short time available, who the other students are and the circumstances of the room in which the talk is to be given. It is good idea for the students to try out the talk beforehand and make sure it does not exceed four minutes. This leaves one minute for one or two other students to respond.
2. Pictures, objects and tapes can be used to support the talk but not to substitute it.

3. Examples of topics:

- A description of an interesting experience.
- A description of a hobby
- An explanation of a technique for doing something.
- An expression of pleasure in an experience.
- An argument for change.
- The presentation of a dilemma.
- Persuasion for the other students to take a particular course of action.
- Any topic which the student feels confident about and which can be presented in a very short time.

(Ur and Wright, 1992, p.23)

A.I.10 Fact and fiction

Focus on: All the skills

Level: intermediate / advanced

Procedure: Ask all the students to write a statement which is either true or false. Choose ten students at random to take turns to reading their sentences. The rest of the class (including the nine students who are actually reading out their own sentences) write down their names and if they think each student's sentence is true or false. When the ten students have finished, they compare responses and then ask the ten students to say whether their sentences were true or false.

Note: The students should make statements about facts which can be proved. Too many unfound assertions lead to a breakdown of the activity. If the reference is in the classroom, there can be no dispute. For example, you might like to ask the students to make true or false statements about a picture they can all see or a text they have just read.

(Ur and Wright, 1992, p. 24)

A.I.11 Five-Minute Writing Storms

Focus on: writing

Level: intermediate / advanced

Procedure: Tell the students that they have exactly five minutes to write about something. Set a subject which you feel will focus the students' minds but encourage personal rather than generalised responses (see the box below). Tell them that you will not mark any mistakes of language but will only be concerned with the ideas or experiences they describe. You can note down general errors and give a language focus activity on these forms at another time. For the next lesson, prepare general comments and select texts written by the students, to read out loud.

Variation: The students write for exactly three minutes and then take turns to read what they have written to each other.

Sample of Five-minute Writing Storm Topics
The best thing in the lesson today The worst thing in the lesson today The best thing that happen to me today Something which is not fair A jealous moment What is friendship? A road

A door
 A memory from my first school
 A memory from my childhood
 A place I know
 A person I know
 An unexpected meeting

(Ur and Wright, 1992, p. 28)

A.I.12 General Knowledge

Focus on: discussion

Level: intermediate / advanced

Procedure: Announce a general knowledge quiz and then ask the kind of questions given in the box below. The students can volunteer answers or you can have them write down what they think the answer might be.

Variation 1: Ask each student to research and write down at least three questions and answers. Ask them to give their reference for their facts. Use these in the quiz.

Variation 2: Divide the class into groups of four. Ask the questions and give the students exactly 45 seconds to discuss each question and to agree on an answer in their groups. Each group gives its answer and then you (or as student in the role of quiz master) gives the authoritative answer.

Sample of General Knowledge Questions

1. Who invented the aeroplane? (The first powered flight was by Wilbur Wright in 1903. it lasted 12 seconds.)
2. Who is the queen of the United-kingdom? (Queen Elizabeth II).
3. Who was the most famous woman prime minister in Britain? (Margaret Thatcher, 1979-90).
4. Who invented gunpowder? (Gunpowder was probably invented in China in about 1160).
5. Which is the most famous long island? (Long Island in New York State, containing Brooklyn, Queens and John F. Kennedy Airport.)
6. What did John Boyd Dunlop invent in 1888? (He made tyres with air in them for his child's bicycle.)
7. Who wrote King Lear, Macbeth and Romeo and Juliet? (William Shakespeare)
8. What do English-speaking people often say when they are being photographed? ("Cheese!")
9. Which of the Beatles was killed? (John Lennon)
10. Why was Leonardo da Vinci famous? (He was an outstanding thinker, painter, architect and inventor in Italy, 1452-1519).
11. What is the boiling point of water? (100° centigrade)
12. Which river flows through Cairo? (the Nile)
13. What are the first six letters on the top row of most typewriters in the world? (QWERTY)
14. What does UNESCO stand for? (United Nations Educational, Scientist and Cultural Organisation)
15. What is the American English word for the British English word *lift*? (Elevator)
16. Can you give at least two meanings of *park*? (a) an enclosed piece of land for recreation; b) to position and leave a vehicle)
17. What happened if you killed a cat in ancient Egypt? (You were executed because cats were sacred.)

18. What is the symbol of the zodiacal sign Taurus? (Bull)
 19. How is the year 1500 written in Roman numerals? (MD)
 20. Who was the close friend and assistant of Sherlock Holmes? (Dr Watson)

(Ur and Wright, 1992, p. 30)

A.I.13 Hearing Mistakes

Focus on: Listening comprehension with quick reactions

Level: intermediate / advanced

Procedure: Tell or read a story that is well known to the students (it can be one they have recently worked on in class), introducing deliberate mistakes as you do so. When they hear a mistake, students put their hands up, call out the correction, or note down the mistake.

(Ur and Wright, 1992, p. 34)

A.I.14 How do you Feel?

Focus on: describing feelings

Level: intermediate / advanced

Procedure: Tell the students to close their eyes; they might like to place their heads on their arms. Ask them to think about how they feel; they might think about their day so far, or about their previous lesson with you and what they remember of it, what they learnt and what their problems might have been. After a few minutes, students who are willing to do so can say what are their feelings.

(Ur and Wright, 1992, p. 34)

A.I.15 If I had a Million Dollars

Focus on: practice of conditionals; imaginative situations.

Level: intermediate / advanced

Procedure: Tell the students to imagine that a million dollars (or an equally large sum in the local currency) is to be won by the person who can think of the most original (or worthwhile, or exciting) thing to do with the money. Listen to their ideas and decide who has “won”.

(Ur and Wright, 1992, p. 36)

A.I.16 Imaginative descriptions

Focus on: descriptions

Level: intermediate / advanced

Preparation: any two pictures large enough for the class to see clearly

Procedure: Hold up two pictures chosen at random and ask the students to suggest a possible relationship between them. Encourage imaginative, even ridiculous ideas. For example, a picture of a car and a picture of a packet of cigarettes:

Student A: They are both dangerous to other people, not only to the driver or to the smoker.

Student B: They both give a lot of taxes to the government.

Student C: The driver of that car wants to stop smoking so that he can pay for the car.

Student D: I don't like it when people smoke in a car.

Note: The connections can be personal or they can be more objective and part of other people's experience, as in the examples above.

Variations: You can ask the students to imagine a connection between any two items; picture/picture; text/text; picture/text. The texts can be short or long, written or spoken.

(Ur and Wright, 1992, p. 36)

A.I.17 It Was the Way She Said It

Focus on: intonation, stress and rhythm.

Level: intermediate / advanced

Procedure: Take one word or a short sentence and ask the students to say it in as many different ways as possible. You might like to discuss with the students what difference the intonation makes to the meaning in each case, or in what circumstances this intonation might be used. See the examples in the box.

Samples It Was the Way She Said It

1. I love you
2. Oh
3. Hello
4. Good morning
5. well
6. come here
7. please
8. you
9. yes
10. no

(Ur and Wright, 1992, p. 42)

A.I.18 Jumbled sentences

Focus on: Forming grammatical sentences.

Level: intermediate / advanced

Procedure: Pick a sentence out of your coursebook, and write it up on the board with the words in jumbled order:

early the I week to during have to go sleep

The students work out and write down the original sentence:

I have to go to sleep early during the week. Or

During the week I have to go to sleep early.

Variations: Dictate the jumbled sentences instead of writing them up; the students write them down as you dictate and then suggest the solutions orally.

(Ur and Wright, (1992, p. 44)

A.I.19 Likes and dislikes

Focus on: discussion

Level: intermediate / advanced

Procedure: Ask each student to write down three things they like and three things they don't like. They can decide whether they wish to refer to important things or to less important things, but what they write must be true. Do the same thing yourself. Read out a point from your list and then add some information to it. For example: "I don't like loud noise, particularly if it's unnecessary. If it's necessary I can put up with it", etc.

Encourage the students to ask you ask you questions. Students then contribute their likes or dislikes.

Variations: Working with their neighbours, students take it in turns to read out their points to each other and to chat further about them.

(Ur and Wright, 1992, p.45)

A.I.20 Match the adjectives

Focus on: vocabulary review

Level: intermediate / advanced

Procedure: write three adjectives on the board. For example:

Important dangerous heavy

Ask the students to suggest things which could be described by all three adjectives.

For example:

Student A: A car.

Student B: A plane.

Student C: An army.

Student D: A printing machine.

Variation: In pairs, ask the students to jot down three adjectives and as many things as they can think of which those adjectives could describe. Take three adjectives chosen by one pair of students, write them on the board and ask the class to suggest things which the words might describe. Compare and discuss the pair's suggestions with those of the class.

Samples Match the adjectives

Beautiful/big/cold

Green/young/expensive

Small/lucky/ free

Small/loud/fat

Expensive/ wonderful/hot

Expensive/ heavy/interesting

Wonderful/exciting/dangerous

Tall/thin/thirsty

Fast/favourite/ expensive

Funny/small/thin

(Ur and Wright, 1992, p. 49)

A.I.21 Miming adverbs

Focus on: manner adverbs; imperatives.

Level: intermediate / advanced

Procedure: One student goes outside, and the others choose a manner adverb (for example "quickly" or "angrily"). The student returns and orders one of the members of the class to do an action by saying, for example, "Stand up" or "Write your name on the board!" or "Open the door!" The person addressed has to carry out the command according to the manner adverb chosen: to stand up quickly, or write their name angrily, for example. The student has to guess what the manner adverb was. See the box below for example of adverbs

Samples Miming Adverbs

Calmly, lazily, sleepily, fearfully, proudly, secretly, silently, painfully, lightly, seriously, dramatically, gracefully, decisively, childishly, drunkenly.

(Ur and Wright, 1992, p. 52)

A.I.22 New Comparisons

Focus on: “as ...as” comparisons.

Level: intermediate / advanced

Procedure: Teach the class a few “as...as” similes commonly used, for example, “as proud as a peacock” or “as good as gold”. Then suggest a few adjectives, and ask them to invent their own comparisons. Share and discuss them. See the Box for further conventional similes and suggested adjectives for inventing new ones.

Samples New Comparisons

Conventional similes

As proud as a peacock

As good as gold

As warm as toast

As white as snow

As quick as lightning

As mad as a hatter

As sweet as honey

As cold as ice

As drunk as a lord

As heavy as lead

Adjectives: Free, lazy, wise, powerful, innocent, ugly, smooth, faithful, fresh, colourful, irritable, sly, romantic, delicious.

(Ur and Wright, 1992, p. 57)

A.I.23 Numbers in My Life

Focus on: guessing; giving personal information.

Level: intermediate / advanced

Procedure: Each student thinks of a number which is important in his or her life: a date, a telephone or house number, or an age. A volunteer writes his or her number on the board, and the others try to guess what it is and why it is important.

Ur and Wright, (1992, p.58)

A.I.24 Odd One Out

Focus on: vocabulary review

Level: intermediate / advanced

Procedure: write six words on the board from one lexical set. For example:

Chair table windows cupboard
desk shelf

Ask the students which word does not “belong” to the others. Challenge the students to argue why this word is the “odd one out”. For example, a window is outside and inside a building and the other objects are all inside. Encourage students to argue that another word is the odd one out. One might say that the chair is the odd one out because it is the only one that you normally sit on.

Variation: Each time you and the students agree that a word is the “odd one out” erase it from the board until you are left with two words. Then ask the students to suggest ten ways in which these two words are different.

Examples for Odd One Out

Butcher/chemist/clerk/footballer/photographer/mother
 Cap/jersey/blouse/purse/suit/tracksuit
 Bakery/café/cinema/bank/supermarket/grocery
 Skipping/sliding/swimming/roller skating/reading/running
 Goat/horse/cow/goose/tiger/gorilla
 Ball/goal/sky/cycle/racket/trainers
 Kind/big/fast/beautiful/old/ valuable
 Street/traffic lights/car/bus/train/market
 Field/road/wood/wood/mountain/river/farm
 Along/under/up/behind/into/on

(Ur and Wright, 1992, p. 58)

A.I.25 Oral Cloze

Level: intermediate / advanced

Procedure: Read a story or prose passage, which can be in your coursebook. Stop occasionally before a key word and get the students to guess what it is going to be; they can either volunteer the word orally or write it down. If the passage is one they have worked on recently, this can function as a review exercise of key vocabulary.

(Ur and Wright, 1992, p.62)

A.I.26 Prefixes and suffixes

Focus on: vocabulary review and enrichment; awareness of English morphology.

Level: intermediate / advanced

Preparation: Choose a prefix/suffix you want to study and make for yourself a list of words that includes it. For prefixes, the dictionary can be useful source.

Procedure: Suggest a prefix or suffix, and give the students a minute or two to write down all the words they know which begin or end with it. Then “pool” all the words they have, write them on the board, and teach any extra ones you can think of. See the box below for common prefixes and suffixes.

Examples of Prefixes and Suffixes

Prefixes

Per-(through)
 Ante-(before)
 Pre-(before)
 Anti-(against)
 Re-(again, back)
 Auto-(self)
 Sub-(under)
 Co-,con-, com-(with)
 Super-(over, above)
 Circum- (around)
 Trans-(across)
 Dis- (not)
 Ab-(from)
 E-,ex- (out of)
 Non-(not)
 Mis- (badly, wrongly)
 Inter-(between)

Suffixes

-er, or (agent, doer)
 -ism(name of believe in a system, belief)
 -ist(name of believer in a system)
 -ment(result of action)
 -able, -ible(able or deserving to be)
 -ic(having the property)
 -ify (to make_)
 -ise(bring into a specific state)

(Ur and Wright, 1992, p. 63)

A.I.27 Proverbs

Focus on: learning and reviewing English proverbs.

Level: intermediate / advanced

Procedure: Write a well-known English proverb on the board (see examples below).

Discuss its meaning and compare it with similar or contrasting proverbs from the students' own culture.

Variation: Compare proverbs that appear to contradict one another (2 and 3 or 9 and 10 from the examples). Can the students think of circumstances or stories which might illustrate the truth of either proverb?

Examples of Proverbs

1. It's no use crying over spilt milk.
2. Look before you leap.
3. He who hesitates is lost.
4. Still waters run deep.
5. Don't count your chickens before they're hatched.
6. Don't cross your bridges before you come to them.
7. First come, first served.
8. Absence makes the hearty grow fonder.
9. Out of sight, out of mind.
10. Make hay while the sun shines.
11. Never say die.
12. Where there is a will there is a way.
13. There is no smoke without fire.
14. Better late than never.
15. Don't put the cart before the horse.
16. All that glitters is not gold.
17. You can't have your cake and eat it too.

18. Experience is the best teacher.
19. Better safe than sorry.
20. When in Rome, do as the Romans.
21. A bird in the hands is worth two in the bush.
22. No news is good news.
23. Live and let live.
24. Live and learn.
25. The more you have, the more you want.
26. Let sleeping dogs lie.

(*Ur and Wright, 1992, p. 65*)

A.I.28 Questions about statements

Focus on: practice in forming questions.

Level: intermediate / advanced

Procedure: Take a sentence which is a statement. It can be true, false, absurd; it doesn't matter. The students try to see how many questions they can ask about it.

Example: The moon is made of green cheese.

Possible questions:

Has the moon always been made of green cheese?

Is the cheese light or dark green?

Is the cheese hard or soft?

Is the moon all made of green cheese, or only part of it?

Why is the moon made of green cheese?

How was it made?

What does the cheese taste like?

Variation: If there is time, students try to think of answers to some or all the questions.

(*Ur and Wright, 1992, p. 67*)

A.I.29 Relaxation Technique

Focus on: listening and relaxing

Level: intermediate / advanced

Procedure: Tell the students to clear or at least to tidy their desks. Then tell them that you are going to help them to relax. If they have difficulty in accepting this proposal, you might point out that many athletes and professional performers use the technique you are going to demonstrate in order to relax.

In order not to interrupt the instructions you are going to give them, check if they are familiar with the words you are going to use, for example, "rib cage". You might judge that the students will concentrate better if they close their eyes. Say:

Sit up straight. Don't be stiff. Now, close your eyes, pull in your chin and imagine the top of your head reaching to the ceiling. Now, I want you to breathe deeply. First of all, you should try to fill the lower part of your lungs. Place your hands flat and gently against the lower part of your rib cage. Your fingers should just touch. Breathe in slowly and naturally. When you breathe in, your abdomen should expand at the beginning of your breathing. Your chest shouldn't move very much at this stage. Hold your breath, then let your muscles relax and breathe out slowly and evenly. It is the breathing out which is so important for relaxation.

(*Ur and Wright, 1992, p. 68*)

A.I.30 Same Word, Different Meanings

Focus on: vocabulary expansion through study of homonyms and homophones

Level: intermediate

Procedure: Dictate two or three words to your students, each of which has two or more meanings. For instance, *bear* could mean “a big animal” or “to tolerate”. Working in small groups, the students find out and note down as many as they know of the different meanings: they can do this by definition, as in the examples above, or by translation into the mother tongue. If they have dictionaries readily available, you might wish to let them use them. Alternatively, they can simply share what they already know.

You can also use words whose spelling (but not sound) changes with the meaning, for example, *two* and *too*. Then check answers.

Examples of Same Word, Different Meanings				
<i>Homonyms</i>				
type	capital	case	cell	
grave	order	general	succeed	
wave	cool	bright	draw	
cry	miss	land	conduct	
mind	well	party	long	
beat	mean	patient	post	
box	bear			
<i>Homophones</i>				
Some, sum	accept, except	flour, flower	die, dye	
Mail, male	way, weigh	week, weak	meet, meat	
Lesson, lessen	piece, peace	sea, see	right, write	
Not, knot	dear, deer	hear, here	to, too, two	
Pale, pail	won, one	where, wear	principle, principal	
Night, knight	so, sew	sun, son	witch, which	

(Ur and Wright, 1992, p. 73)

A.I.31 Selling freezers to Eskimos

Focus on: listening.

Level: intermediate

Preparation: you will need a picture of an object.

Procedure: Give the picture to the student. Challenge him or her to “sell” it to the class by arguing why they really need it. This activity can be done seriously or humorously. For example, a student holds up a picture of a home knitting machine. This could be what they create: “We are all tired at the end of the day. We can watch television or we can go to the pub with our friends. But if we go to the pub every night it costs a lot of money. Knitting is the answer. Knitting is relaxing. We can give the jerseys, etc, to our friend or we can sell them. So we can relax, express ourselves and make money! Who wants one?” The other students then decide whether the sales talk was persuasive or not.

Variation: Use a real object or a word for an object rather than a picture as stimulus.

(Ur and Wright, 1992, p. 76)

A.I.32 Silent speech**Focus on:** pronunciation**Level:** intermediate

Procedure: In order to focus on pronunciation and the contribution of mouth movement, list on the board words which will illustrate the various sounds you would like to concentrate on. Tell the class to listen as carefully as they can and then, when you have the students' full attention, "mouth" a word silently. The students should try to identify the word by carefully watching the movement of your mouth. Ask the students to "mouth" words for each other derived from the list of words on the board.

(Ur and Wright, 1992, p. 77)

A.I.33 Songs**Focus on:** listening, reading and singing**Level:** intermediate

Preparation: Select a tape recording of a song, or learn a song so that you can sing it. Prepare an overhead transparency (or a handout) of the words of the song.

Procedure: Play the song on the tape (or sing it yourself). Show the words of the song and ask the students to follow the words and to sing while you play it again. Deal with any questions or confusion over the meaning. Play the song again at another time and help the students to learn it.

Variation1: Before playing the song, write on the board a selection of words and phrases from the song which you think will point to the meaning of the song. Ask the students to copy the words down, and then ask them what they think the song will be about. Play the song and ask the students to tick off the words as they hear them.

Variation2: Ask the students to choose a phrase in the song which they like and would like to remember.

Variation3: Give out a complete text in which some of the words are wrong. The students listen and correct the text.

Variation4: Give the students the text of the song with gaps in it. The gaps can be every tenth word or, perhaps more usefully, about ten lexical or grammatical features (in a two or three minute song) which you would like them to focus on. Play the song several times until the students, working in pairs, have completed the text.

(Ur and Wright, 1992, p. 82)

A.I.34 The Other You**Focus on:** describing**Level:** intermediate

Procedure: Tell the students that you will ask some questions and that you want them to answer by pretending to be the sort of person they would like to be. Give the students a minute to imagine the kind of person they would like to be. They can do this seriously or humorously. The teacher then ask the questions, but the other students should guess who the "Other You" is. Examples of questions are given in the box.

Variation1: Students can ask the questions either of their neighbour or of the class as a whole. Answers can be given to one neighbour, to a group or to the class.

Variation2: The students take on the role of the sort of person they feel is the opposite of themselves, perhaps an utterly crazy character if they are normally sane and sensible, or a cool and tough character if they are normally warm and easy-going.

Examples of questions for The Other You

1. Are you a man or a woman?
2. How old are you?
3. What is your name'?
4. What job do you do?
5. If you won a million pounds, what would you do?
6. What do you want in life?
7. What do you worry about?
8. What are your main problems?
9. What makes you happy?
10. How do you get on with other people?

(Ur and Wright, 1992, p. 84)

A.I.35 Tongue Twisters

Focus on: Pronunciation

Level: intermediate

Procedure: Write a tongue twister on the board, and read it with the students slowly at first, then faster. Make sure the students' pronunciation is acceptable. Then individual volunteers try to say it quickly, three times.

Examples Tongue Twisters

- She sells sea shells on the sea shore.
- Mixed biscuits, mixed biscuits.
- Red leather, yellow leather, red leather, yellow leather.
- A proper copper coffee pot.
- Three grey geese in a grey field grazing.
- Swam swam over the pond, swim swam swim; swam swam back again- well swum swam.
- Peter Piper picked a peck of pickled pepper.
Did Peter Piper pick a peck of pickled pepper?
If Peter Piper picked a peck of pickled pepper,
Where's the peck of pickled pepper Peter Piper picked?

(Ur and Wright, 1992, p. 86)

A.I.36 Use the Dictionary

Focus on: practice in dictionary use, for classes where all the students have dictionaries- either monolingual or bilingual.

Level: intermediate

Procedure: Give a set of six to ten English words that the students probably do not know yet. They must find the meanings of them from the dictionary within a given time: three minutes, for example. Check the meanings. This activity can be used to prepare the vocabulary they are going to meet next reading passage.

(Ur and Wright, 1992, p. 86)

A.I.37 Vocabulary Steps

Focus on: vocabulary review.

Level: intermediate

Procedure: Draw a series of steps on the board. Select a series of words that express varying degrees. For example write “warm” on a middle step. Ask the students to suggest words they could write on the other steps which are warmer or colder than the word “warm”.

Hot
Warm
Mild
Cool
Chilly
Cold
Freezing

Variation: Take any set of concepts which can be graded objectively as metals for example which can be graded according to value; or concepts which can only be graded by subjective criteria, for example animals can be graded according to how dangerous they are.

Sample Vocabulary steps

- *(speed) legs, bicycle, bus, car, train, plane.
- *(date of invention) taps(ancient Egypt), scissors(Ancient Greece), glass mirror(1300), steam car(1771), balloon(1782), steam train(1800), photograph(1826), bicycle with pedals(1839)
- *(size) minute, tiny, small, big, huge, gigantic, immense, vast.
- *(calories) lemon(10), orange(40), boiled egg(80), banana(85), fried egg(125), bag of chips(250), slice of apple pie(300)
- *(frequency) rarely, occasionally, sometimes, often, frequently.
- *(speed) walking, jogging, running, sprinting.
- *(liking) appreciate, be charmed by, like, care for, cherish, love, adore.

(Ur and Wright, 1992, p. 90)

A.I.38 What are they Talking About?

Focus on: composing sentences in the present.

Level: intermediate

Procedure: Write a sentence on the board in inverted commas; this represents a bit of conversation that has been overheard (there are some samples on the box). The students guess what the person is talking about and anything else they can infer about the situation. For example, what sort of person the speaker is, what the relationship is between the speaker and the person addressed, and so on. You might decide in advance what the “right” answer is; or try to come to a class consensus; or find as many possible “solutions” as possible.

Variation: The students’ solutions can be presented in a dramatisation: the students act through the situation in which the utterance occurred.

Example What are they Talking About?

1. “You idiot! We’ll never get it back now!”
2. “It’s awful! Let’s ask for our money back!”
3. “You can’t? Well, we’ll just have to manage without.”
4. “She’s far too big; we’ll never get her in.”
5. “It’s stuck –could you give me a hand?”
6. “I don’t approve, but if you must, you must.”
7. “Found it at last! But it’s too late now.”
8. “I can’t afford to, after what John’s done...”

9. “Just in time! You’ve saved us! In another minute...”
 10. 2 you should have thought of that before. Nothing I can do now.”

(Ur and Wright, 1992, p. 91)

A.I.39 What did They Say?

Focus on: indirect speech

Level: intermediate

Procedure: Towards the end of the lesson, challenge the students to recall things that have been said by the teacher or students during the course of the lesson, but they must report them in indirect speech. For example:

Andreas said he was sorry he was late.

You asked us if we had found the homework difficult.

See if they can remember 10, 12 or 15 things that were said; if there is time write them up on the board.

(Ur and Wright, 1992, p. 96)

A.I.40 Why Might You...?

Focus on: Conditionals

Level: intermediate

Procedure: Suggest an unlikely action, and ask the students if they can imagine under what circumstances they might do it. You may or may not wish to instruct them to make full conditionals sentences. For example:

Why might you stand on your head?

Possible answers:

If I were performing in a circus, I might stand on my head.

If I wanted to look at something upside down...

Example Why might you?

1. ... go to live in another country?
2. ... stop talking for a day?
3. ...eat a piece of paper?
4. ... dye your hair green?
5. ...go and live in a tree?
6. ...ride an elephant?
7. ...sleep all day?
8. ...jump out of the window?
9. ...visit the Prime Minister/President?
10. ... refuse to come to this lesson?

(Ur and Wright, 1992, p. 96)

A.I.41 You write next

Focus on: Brief writing practice

Level: intermediate

Procedure: Each student has a sheet of paper, at the top of which he or she writes a sentence: it can be a simple statement of fact or opinion, or a question. For example:

What are you going to do after the lesson?

I hate people smoking near me.

This is then passed to a neighbour, who adds an answer, comment or further question, again in the form of a full sentence, and then they pass it on to someone else. The game continues in this way. The paper is not folded so that all previous contributions are visible to each writer. After about five contributions, students are invited to read out the results; these are often amusing! The activity can, of course, be done in pairs rather than by individuals.

(Ur and Wright, 1992, p. 100)

APPENDIX II

AII 1. Picture Games

2.1.1 Happy Twins (****, #)

Language: describing pictures of objects and people

Skills: listening and speaking.

Level: intermediate

Materials: pictures, either from magazines or drawn

Preparation: Collect 16- 20 pictures of a single objects or people from magazines or draw them. Most of the pictures should form pairs of identical objects or people. Mount them on pieces paper of cards which are all the same size. Put all the pictures into an envelope, together with instructions for the game. Note how many pairs there are. One set of pictures will be needed for each pair of learners.

Procedure: The aim is for two players, working together, to collect all the pairs. The pictures should be mixed and placed in a pile face down. Each player takes it in turn to pick up a card without showing it to the other. Then each player describes his/her own card without letting the other see. The players can also ask each other questions. If they decide they have a pair, they place them on a table. If the cards are a pair they put them on one side. If the cards are not a pair they put them back into the pack.

2.1.2 Describe and Draw a Picture (****, #)

Language: describing pictures, asking questions, making comparisons, encouraging, praising, criticising.

Skills: listening and speaking.

Level: intermediate

Materials: magazine pictures or line drawings, paper and pencils.

Preparation: Select from magazines any pictures which show a number of different objects. The objects should be clear in shape and the pictures should preferably not include people. It is amusing if the objects are bizarre in some way, but this is not essential.

For each pair of student you will need one picture, a piece of paper and a pencil.

Procedure: One learner describes the picture to the other who must try to draw it. The one who is drawing must not see the original. For example:

Learner I: There is a square table in the picture. It is in the middle of the picture.

Learner II: About here?

Learner I: Yes...well, a little further down.

Learner II: Is it like that?

Leaner I: No, not quite, the legs are too long.

When the “artist” and his “patron” have done as much as they can, the original and the copy should be compared.

Learner II: Oh, the table legs are too long!

Learner I: I told you they were. But you wouldn't change them.

2.1.3 What's the Difference? (****, #)

Language: Describing pictures of objects and people, asking questions, making comparisons

Skills: listening and speaking.

Level: intermediate

Materials: magazine pictures or line drawings, flashcards, overhead projector, or photocopies.

Preparation: Each pair of learners will need two pictures or set of pictures which are very similar. The difference between them must be describable by the learners!

Possible sources and types of picture:

1. Magazine pictures; for example, two pictures of different though similar bathrooms, or houses, or groups of people.
2. A line drawing, perhaps from a magazine. Photocopy the drawing then white out some parts. You can draw in alternative bits if you wish. Then photocopy the photocopy. In this way you will have two very similar drawings.
3. Any information which is similar, though not identical, may be used. The information may be verbal or numerical instead of pictorial. It could be all three!

Procedure: Divide the class into pairs. (If you do not have enough pictures for everyone, then some pairs can work together.) Each player gets one picture and does not see his/ her partner's picture. Both players may describe their own picture and/or ask questions of the other. The aim is for the players to find the differences between the two pictures. Finally the two pictures are compared and discussed further.

2.1.4 Drawing blind (****, ###)

Language: giving instructions, referring to objects, positions, criticising, encouraging.

Skills: listening and speaking

Level: intermediate

Materials: chalk board, OHP (overhead projector) or large piece of paper.

Preparation: Prepare a large drawing on paper or OHP transparency. The drawing should be of one or two quite simple and clearly defined objects.

Procedure: A volunteer is blindfolded and without ever seeing your picture, tries to draw it on the board following instructions called from the class.

2.1.5 Arrange the pictures (****, #)

Language: describing pictures of objects and people, giving instructions concerning position and sequence, asking questions, encouraging

Skills: listening and speaking

Level: intermediate

Materials: Pictures or line drawings.

Preparation: You need two sets of the same pictures. One set should be in a fixed order but the other should not be in order. If you can find two copies of the same magazine, holiday brochure or comic, one page of pictures can be kept complete and the other cut up. Alternatively, the pictures may be drawn.

Procedure: Give the complete set of pictures to one player and the other separate pictures to another player. The second player must not see the complete version. The first player then describes the pictures, beginning with the first one, and tells the second player the order to arrange them in. The second player may ask questions. For example:

Learner I: There's a man in the first picture. He's holding a pipe, but he's not smoking it.

Learner II: (picks up the wrong picture)

Learner I: No, I said he isn't smoking his pipe.

Learner II: Oh, sorry. Is it this one the green curtains?

Learner I: Yes, good. Now the second one...

The game may, of course, should be followed by a short discussion of what happened in the pictures.

2.1.6 Describe and identify the picture (**, ##)****Language:** describing details of a picture; imagining a dialogue and a person's thoughts**Skills:** listening, writing and speaking.**Level:** intermediate**Materials:** pictures or drawings**Preparation:** You need one paper with a lot of detail in it or a collection of pictures which might be, for example, a page of comic strip pictures. You or one of your students could draw about 20 small drawings on one piece of paper.**Procedure:** The group should have either a large picture with a lot of people in it or a number of different pictures of people who might be talking together. Each pair (or threesome) in the group, without telling the others, chooses two people in the picture who might be having a conversation. The pair devises and writes out a conversation and performs it for the others. The others must say which two people in the picture were being represented.**2.1.7 Are you a Good Detective? (****, ###)****Language:** comparing a written description of a picture with the picture itself, identifying and discussing discrepancies, and composing an accurate description.**Skills:** listening, writing, speaking and reading.**Level:** intermediate**Materials:** A photograph or series of photographs; a written account; paper and pencils.**Preparation:** Take an interesting photograph from a newspaper or magazine, and then write an account of the event shown in the photograph which, in several respects, is at variant with the evidence of the photograph.**Procedure:** The learners can discuss with you the contradictions between the photograph and the written account before going on to write an account which does not contradict the photograph.*Wright, Buckby and Betteridge, (1984, p. 17-36)***AII 2. Psychologic games****2.2.1 Blobs (****, ###)****Language:** describing, particularly by analogy**Skills:** listening and speaking**Level:** intermediate**Materials:** Various (see Preparation).**Preparation:** The aim in the preparation is to make an abstract collection of shapes and marks. You may do this in any of the following ways:

- a) Arrange a number of pieces of torn paper, sand, sting, paint, or other objects on the screen of the OHP.
- b) Splatter, pat and dab some coloured paints or inks on to a large piece of paper.
- c) Scribble and smudge pencils and crayons on paper.
- d) Place a piece of thin paper on an irregular rough surface and rub a soft black crayon on it.

Procedure: Show the blob picture to the class. Ask if they can see anything in it. If no ideas are forthcoming you might ask the following questions:

Teacher: Can you see an animal?

I think this looks like a bird. It's flying. Here are its wings. Here's its head and its beak, and so on.

When a learner sees something in the blob pictures, ask him/ her to identify the various parts.

2.2.2 How quickly Can You See? (****, ###)

Language: describing pictures, with special use of the past continuous

Skills: listening and speaking

Level: intermediate

Materials: You need a collection of pictures no bigger than magazine page size. The pictures may be photographs or drawings and may be on paper, OHP transparency or slide.

Preparation: Collect the pictures. If you are concentrating on a particular language teaching point, then you must collect the pictures accordingly.

Procedure: Explain that you are going to test the learners' ability to see at great speed. It is a challenge of their power to react quickly. Flash a picture at the class, first making sure that everyone has a chance to see it. There should be no heads in the way and the angle should not be too acute for players on each side of the class.

2.2.3 Faces and Character (****, ###)

Language: describing people, speculating about age, character, and other characteristics

Skills: listening and speaking

Level: intermediate

Materials: Photographs or slides

Preparation: You will need a minimum of three or four photographs of people you know or know about. The pictures should be large enough for class use.

Procedure: First discuss with the class how reliable people's appearance is as a guide to their age, interests, background, character and so on. You might tell them that it was commonly believed in the last century that one could recognise a criminal by the shape of his ears. Then say that you will ask the class to suggest as much as they can to you about the person. Finally confirm, qualify or reject these speculations by describing the person yourself.

2.2.4 Visual Imagery (*, ###)

Language: using any appropriate language to describe mental pictures

Skills: speaking and/ or writing

Level: intermediate

Materials: None

Preparation: None

Procedure: Psychologists of perception have established that the majority of people see pictures in the mind quite apart from their dreams. Most people see these pictures just before going to sleep. However, it is quite possible to see them at other times, when the eyes are closed. This activity needs considerable understanding between members of the class as it involves personal and, perhaps, private feelings. If you have a suitable class then you might try it. Encourage the learners to describe, in spoken or written form, what they see when they close their eyes.

2.2.5 Palmistry (*, ###)

Language: describing people's characters, using the language of amazement, concern, condolence, and so on. The future is referred to, using both *will* and *going to*.

Skills: listening and speaking

Level: intermediate

Materials: A big copy of the hand on a large piece of paper

Preparation: Prepare the picture of the hand with palmistry lines.

Procedure: Ask the learners to trace round their own hands, to draw in the lines and, referring to your big picture of a hand, to interpret the lines and write a description of their own characters. With the class as a whole, debate the extent to which these descriptions and predictions might be accurate. Additionally, you might be able to photocopy various people's hands, and ask the class to interpret them and try to name the owners!

Wright, Buckby and Betteridge, (1984, p. 37-56)

AII 3. Caring and Sharing Games

2.3.1 Getting to Know Each Other (****, ###)

Language: questions and answers about personal characteristics.

Skills: listening and speaking with some reading and writing

Level: intermediate

Materials: One card *100mm x 150mm* for each learner, chalkboard or OHP

Preparation: collect or cut enough cards for the class

Procedure: With the help of the learners, make a list on the board or OHP of the personal details people often like to know about each other, for example, favourite music, favourite famous person, dislikes, material possessions, most frightening thing and so on.

Give each learner a card and ask them to write:

- a) Their name on it in letters at least 10mm high.
- b) Four categories of personal detail they would not mind telling people about.

Then help the learners to fasten these cards to their clothes. If this is not possible, they should hold their card so that other people can see it. All the learners should circulate around the room looking at each other's names and perhaps greeting each other. When you say "Stop!" each learner should then enter into conversation with the nearest person. Each learner should ask the other about the personal information indicated on the card. The learners should not merely name, for example, the person who is so important in their life but be asked to say why, perhaps to give examples. After a few moments ask the learners to continue to circulate until you stop them once more. Each learner should talk with about five others. At the end you might ask who found people who like and dislike the same things, have the same aims or similar heroes and so on.

2.3.2 Guess Who It Is (###)

Language: making statement about oneself

Skills: listening and speaking

Level: intermediate

Materials: paper and pencils and a box or other container.

Preparation: None.

Procedure: The learners should know each other quite well. Each learner writes his/her name on a piece of paper. The names are then put into a box and mixed together. Then each learner takes a name from the box at random. After ten minutes' preparation, each learner speaks if he/she is the person whose name they drew. They should state their interests, likes and dislikes, habits, and any other information they know about that person. For example:

I am very quiet.

I like the English lesson although I never speak!
 I often eat my sandwich during the lesson!
 The class decide who the person is.

2.3.3 Truth, Dare and Promise (###)

Language: questions and commands .

Skills: listening, speaking, reading and writing

Level: intermediate

Materials: a piece of card for each learner.

Preparation: You might like to prepare examples of sentences which you know the learners can compose. This will give them an idea of what you want.

Procedure: This game is intended for learners who know each other well and have an informal relationship. It is probably best to set the writing for homework before the oral work. Each learner should write one or two sentences on a card for each of the three categories below. Before using the sentences in oral work it would be wise to check that each “truth”, “dare”, or “promise” is acceptable to you. Here are the categories and some samples of sentences:

Truth

Is it true that you are often anxious?
 Is it true that you go to a lot of parties?
 Is it true that you don't like classical music?

Dare

I dare you to pretend that you are a bee.
 I dare you to sing a song.

Promise

Promise to shake everybody by the hand at the end of the lesson.
 Promise to draw your self-portrait on the board.

Each group should place all their cards in a pile upside down. Each learner takes turns to pick up a card. Before doing so he/she must choose which one of the three categories to take “truth”, “dare” or “promise”. They then look at the card and read out the sentence in the category they have chosen! Then they must do what the card demands.

2.3.4 Six eyes (##)

Language: making statements about people, using present simple verbs and adverbs of frequency

Skills: listening, speaking, reading and writing

Level: intermediate

Materials: a piece of card for each learner.

Preparation: None.

Procedure: The learners should know each other quite well. Each learner writes his/ her name on a small piece of paper. These are then folded and jumbled. Each learner then takes one of the pieces of paper and tries to imagine that they are that person. They must then complete the following sentences.

I always (enjoy reading a good book).
 I often (study and think about things).
 I usually (go to work by car).
 I never (ride on camels).

Then everyone tries to guess who the learner has pretended to be. The learner who has been represented by those sentences should then have an opportunity to comment!

2.3.5 Fortune-Telling (##)

Language: predicting future events, using *will* and *going to*

Skills: listening, speaking, reading and writing

Level: intermediate

Materials: paper, pencils and pens.

Preparation: None.

Procedure: The learners need not know each other well. People love having their fortunes told, even if the prediction is clearly without any foundation! There are a number of ways of organising this activity. Essentially, however, each learner writes a fortune for someone else.

One version goes as follows: in a group of four or five learners each learner writes a fortune or prediction for each of the others. Then, in turn, each learner is given all his/ her fortunes. He/ she must read them out and comment, for example, on whether some of them are the same, or just what he/she had hoped for, or what is highly unlikely.

2.3.6 Reading Someone's Mind (###)

Language: making statements about other people, using the phrase *I think you are...* and adjectives.

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: None.

Procedure: If possible, arrange the class in two circles, one standing inside the other. Each learner should face someone in the other circle. If it is not possible to organise the class in this way the learners should be able to circulate freely and should begin by facing one other person.

Tell the learners that quiet and responsive concentration on another person can often produce a sensation of what they are like and what they are feeling. Ask them to be very quiet and to face their partner and to concentrate on them for a few moments. After half a minute or so ask them to tell each other what it was they felt and understood about the other person. If they were not thinking about them at all they must say what they were thinking about.

Note: Before starting this activity you could discuss with the learners the sort of feeling one can sense in other people and you could make sure they have the language to express these understandings:

I think you are...

Rather, a little extremely...happy, anxious, worried, angry, frustrated, irritable, cheerful, generous, careful, cautious, friendly, reserved, funny, serious, thoughtful, kind, mean, self-centred, open-hearted.

Wright, Buckby and Betteridge, (1984, p. 71-80)

AII 4 Card and Board Games

2.4.1 Happy Families (**, ##)

Language: making requests; revision of vocabulary.

Skills: listening and speaking

Level: intermediate

Materials: pictures and pieces of card.

Preparation: For each group of players, you will need a set of 36 small pictures, all mounted on pieces of card which are the same size. These pictures must be carefully selected so that they

fall into nine clearly distinguishable “families”. For example, four pictures constitute a family. The distinguishing feature may be, for example, a common name, as in the traditional game in which we find Mr Bun, the baker; his wife, Mrs Bun; and his children, Master and Miss Bun. But the game is adaptable, so we could have families of objects or clothes or items of food, all of different colour or size. It is important that you select only pictures for which the learners already know the language, and that you tell them before the game starts what the families are, and how the members of each family are to be identified.

Procedure: This is a game of four players. One player (the dealer) shares out the picture cards, shuffling the set first, and dealing them out face down so that no one sees the others’ cards. Each player looks at his/ her own cards and sorts them out into as many complete families as there are. (There may be none!) All complete families are placed face down in front of each player.

The players take turns to ask one other player for any card that is needed to make up an incomplete family. If the player who is asked has the card in question, he/ she must hand it over. As before, when a family is completed, the cards are placed face down in front of the player to whom they belong. The first player to complete all his/ her families is the winner.

Direct the learners to use appropriate (and polite) form of words when asking for cards, and when replying to each other. For example:

Learner I: Have you got ... please?

-or: I am looking for...

-or: I would like...

Learner II: Yes. Here you are.

-or: No. I’m sorry.

Learner I (if answer is “yes”): Thanks.

-or: (if answer is “no”): OK. I’ll ask someone else next time.

Players who forget to say “Please” should miss a turn!

2.4.2 Search (****, #)

Language: simple questions and answers (answers taken from written cards); giving map references; also, in the variation, writing short sentences.

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: For each pair of learners you will need two identical maps, a set of cards and a coin or token.

Preparation: Draw two identical outline maps. The maps should be simple, showing (for example) an island with mountain, forest, river, a lake and a town. The maps should be divided up into squares, so that locations can be given by grid references. The references from East to West of the map, assuming that North is to the top, should be given by letters of the alphabet, as many letters as there are squares. The references from South to North should be by numbers. Thus, different squares on the map can be referred to as A1, B5, G10, etc.

Write a set of “hazard” cards, cards containing written information about danger and bad luck that might be encountered in the place shown on the map. For example, swamps, poisonous snakes, illness, shortage of food. Each card should be of a size to fit exactly into any of the squares on the map. The players will also need a coin or token to show “treasure” or whatever other goal is decided on for the game.

Procedures: one player secretly adds a specified number of hazards to a map. The other player, who has an identical copy of the map, first tries to find out by questioning where at least some of the hazards are, then moves about the area shown on the map, searching for treasure, or some other goal. He/she has a certain number of “lives” that can survive so many accidental

encounters with hazards. The object of the game is to find the treasure, or whatever, before all one's "lives" have been used up.

2.4.3 Presents, and Rewards and Punishments (**, ##)**

Language: discussion, justifying and challenging choices

Skills: listening and speaking

Level: intermediate

Materials: Sets of cards

Preparation: Make a set of "person" cards, at least one per player, but preferably with some extra. Each "person" card should contain a picture of a person, with a brief written description below. For example, "Uncle, retired teacher, likes fishing and reading". Also make a set of "present" cards, at least three times as many as you have "person" cards. Each "present" card should contain either a picture of something which might conceivably be given as a present, or a brief written description of such an object. For example, a book of poems, a bottle of whisky, a fishing rod, a record of Country and Western music or a bicycle.

Procedure: Players take a "person" card, either randomly from the shuffled set of "person" cards, or deliberately choosing someone for whom they would like to find suitable presents.

The first player takes the top card from the set of "present" cards. (These should be shuffled and placed in a pile, face down.) Whatever card happens to be topmost, the player must attempt to justify giving it to his/ her own particular person. This may or may not be easy! For example, it would obviously be easy to justify giving a fishing rod to the uncle who likes fishing, but less easy to justify giving a skateboard. This would be easier to justify as a present for a teenage cousin, for example. If the other players in the group agree that a good case has been put up for a particular present, then the same player takes another card from the pile of "present" cards, and continues in similar fashion until the vote goes against this person. Play proceeds either until all cards have been used, or until a predetermined time limit has been reached – perhaps 45 minutes. The player with the most presents for his/her person wins.

Wright, Buckby and Betteridge, (1984, p. 83-90)

AII 5.Sound games

2.5.1 Actions by Two People or More (**, ###)**

Language: narrating a sequence of actions, using the past continuous, the past simple, and the present perfect

Skills: listening and speaking

Level: intermediate

Materials: A hammer and a piece of wood.

Preparation: Write down two copies of a sequence of actions to be performed by two people.

Procedure: Ask everyone to close their eyes and put their heads on their arms. Select two learners, and give them each a copy of the sequence of actions so that they know what to do. For Example:

A: At teacher's desk: hammers a nail into wood.

B: Opens door of room and says, "Hi!"

A: Continues to hammer and says "Hi!" followed immediately by "Ouch!"

A: Drops hammer.

B: Quickly walks to A and pulls chair across for A to sit on.

A: Groans. Sit on chair, groans again.

Before the class open their eyes, A and B should return to their places.

Teacher: What happened?

Learner I: Someone was hammering.

Learner II: Then someone come in.

Learner II: Then someone said "Ouch!"

Teacher: why did he say "Ouch!"?

Learner III: Because he hit himself with the hammer.

Teacher: Why did the person hit himself?

Learner IV: Probably because he looked up when he said, "Hi!"

If there is some confusion over the sequence of events tell the class to close their eyes again and ask two learners to perform again. If the sequence was correctly reported ask everyone to watch the sequence again. Comment on it as it happens and then ask for a summary.

2.5.2 Using the Tape Recorder (****, ##)

Language: identifying and describing sounds, and narrating sequence of events, using various verb forms: present continuous, present perfect, past simple, future; expressing uncertainty.

Skills: listening and speaking

Level: intermediate

Materials: Tape recorder and tapes.

Preparation: Record the various sounds listed under procedure

Procedure: Below are two examples of the use of taped sounds

Example 1

Door opening/ closing- cigarette being lit- car being started and driven away- telephone ringing and being answered- watch and clock ticking- floor being brushed- cupboard being locked- dog barking- someone sneezing.

Question include: (just before playing the sound) What is this? (still playing) Is it a ...? (after playing) Was it a ...? What was that? What was he doing? What was happening?

Example 2

For the present perfect we need an event (more than minor action) which has been just completed.

- a) Washing up- puts to dry- water poured away.
- b) Alarm o'clock – groan of waking person- "Oh, dear!"
- c) Typing- paper removed- signature made with pen.
- d) Door opens- class comes in- they settled down.

Questions include: What has (just) happened?

Wright, Buckby and Betteridge, (1984, p. 94-97)

AII 6. Story Games

2.6.1 Silly Stories (###)

Language: making up stories, using the past tense

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: None, unless you would like to think of some beginnings for stories.

Procedure: Begin the story with half of a sentence. Then ask the class to think of a continuation.

Teacher: I saw a horse sitting...

Learner 1: ...in the kitchen.

Teacher: It was eating...

Learner 2: ... a piece of cake.

Learner 3: And drinking a cup of tea.

Teacher: I said...

Learner 4: "Don't you have milk in you tea?"

2.6.2 Fantasy Stories (****, #)

Language: making up stories, using all the language at the learner's command, particularly past tense verb forms

Skills: listening and speaking

Level: intermediate

Materials: magazines pictures; paper and pencils, or tape recorders (optional).

Preparation: Each pair or group will need 15-20 pictures cut from magazines. Any pictures will do, but they should show a variety of places and objects and include several people.

Procedure: The object of the games is to invent a complete fantasy based on the pictures received. It should not be realistic about someone losing their purse or having a party, for example. The pair or group should invent the story through discussion. Once the story is ready, it should be written down and/or recorded on tape. The stories should then be told to the whole class. The pictures and the written version of the stories could be displayed on the wall.

2.6.3 Build a Story (****, ###)

Language: narrative and descriptive language in a past or a present tense, giving instructions (imperatives)

Skills: listening and speaking

Level: intermediate

Materials: chalkboard or OHP.

Preparation: It would be a good idea for you to try sketching out a picture and imagining some possible ways the story might develop.

Procedure: This activity does rather depend on your ability to draw quickly. The drawing does not need to be good! Essentially, you begin to draw a large picture on the board or OHP. From the moment you begin, invite description and interpretation of what you are doing. If you remain totally silent the effect, though somewhat bizarre to begin with, can be impressive. The learners feel responsible for the story. You can mix your role: you can confirm a suggested interpretation as if the story already exists in your mind or you can accept another interpretation which will lead the story away from the one you had planned. Also, sometimes you can add a piece to the drawing and then ask the learners to interpret it. When you and the class feel the story is complete you can speak. Congratulate them. Then ask each student to reconstruct the story and to prepare to tell to their neighbour. This will demonstrate that each person experienced the story differently.

2.6.4 Consequences (****, ##)

Language: making up sentences, using the past tense according to a given pattern, asking questions and giving answers about the sentences

Skills: listening, reading, writing and speaking

Level: intermediate

Materials: a piece of paper for each learner

Preparation: None.

Procedure: Demonstrates the idea. Fold a piece of paper in half, then into quarters and eighths; all the folds should be parallel. Then, guided by these folds, refold the paper into concertina. As each person writes, he/ she should only look at his/her fold.

Learner 1: ... (a man's name) met

Learner 2: ... (a woman's name) at/ in

Learner 3: ... (a place)

Learner 4: ...He said...

Learner 5: ...She said...

Learner 6: ...And so they...

When the last person has written on the last fold ask him/her to read it all out.

2.6.5 Bits and Pieces (****, ##)

Language: narrating and describing principally in the present tense, speculating, using Perhaps..., might be..., could be.... And asking questions

Skills: listening, reading, writing and speaking

Level: intermediate

Materials: Picture- strip stories, or texts

Preparation: You need one picture- strip story for one group in the basic game.

Procedure: Give each learner in a group one picture from the strip. If there are extra pictures you may either give them to the more able learners or not given them to anyone, thus deliberately creating a gap. Each learner must describe his/her picture but not show it to the other; the others may ask questions about it. The aim of the group is to try to establish what the story might be. They should write down their idea of the story and then put the pictures together in what they believe is the correct order. You can then check what they have done and tell them how near they managed to get.

2.6.6 Domino Story (****, ##)

Language: narrative

Skills: listening and speaking

Level: intermediate

Materials: picture dominoes

Preparation: You or your learners must make the dominoes. The easiest and fastest method is to use simple drawings. It is not necessary for you to try to produce pictures which link together in one clear story. However, it does help if the characters remain the same.

Procedure: Each learner is given five dominoes with a picture rather than a number at each end. The learner may lay a domino down next to another domino if he/ she can continue the story by referring to the picture which he / she is building on to.

2.6.7 Change the Story (****, ##)

Language: narrative, with emphasis on verbs

Skills: listening, reading, writing and speaking

Level: intermediate

Materials: paper and pencils/ pens.

Preparation: None.

Procedure: Each learner writes a short story or description. He/she must underline all the verbs in the story. The group then compiles a list of about twenty verbs at random. Then each learner

reads out his/her story omitting the verbs. As he/ she pauses in place of a verb the other learners in the group supply a verb at random from the list. Alternatively, each learner substitutes a verb at random into the text before reading it. The result can be very amusing.

Wright, Buckby and Betteridge, (1984, p.99-110)

AII 7. Words games

2.7.1 Make a Sentence (**, ###)**

Language: making (and re-making) sentences: requesting, suggesting, discussing choice of words for sentences

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: strips of paper

Preparation: Cut strips of paper to a standard size sufficient for each learner to write sentences, one word per strip

Procedure: Each learner writes out a sentence of his/ her own making, legibly! Each word of the sentence should be on a separate strip of paper. All the learners' strips of paper should be put in a box and mixed together. Then each learners takes out the same number of strips as he/ she put in, not looking at them, but taking them out randomly. The aim of the game is for all the players to cooperate in making as many new sentences as possible by recombining their words. They should move freely about the class, looking at each other's words and working in twos and threes wherever they see an opportunity to make a sentence, or sentences. Whenever a group succeeds in making a sentence from the words in their possession, they should show it to you. If you accept it as a well formed sentence, lay it on a desk or table where everyone can see it.

2.7.2 Connections (#)

Language: asking for and giving reasons, using Why...? and Because...

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: None.

Procedure: Each learner in turn says a word he associates with the word given by the learner before him. This should be done as a fast game. Sometimes you or another learner may interrupt and ask why a word was chosen. For example:

Learner 1: water.

Learner 2: tap

Learner 3: Shoulder.

Teacher: Why did you say shoulder?

Learner 3: Because I thought of the sentence, "A tap on the shoulder!"

Learner 4: Coat.

Learner 5: Joseph.

Teacher: Why did you say Joseph?

Learner 5: Because Joseph had a famous coat.

Learner 6: Egypt.

2.7.3 Missing Words (**, #)**

Language: reading out loud, comparing, checking, discussing

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: photocopies of texts at an appropriate level

Preparation: Take two copies of the same text. Write out different words in each text; or, if you want to give the learners additional problems, write out the same words in some cases, but not in all. Photocopy each of the resulting texts in equal numbers, sufficient for a copy of the two different texts to be given to each part of the learners in the class.

Procedure: Each learner has one text and does not let his/ her partner see it. Through reading and discussion they compile a complete text and write it down.

2.7.4 Additions (****, ##)

Language: making phrases and sentences in cooperation with others

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: paper and pencils

Preparation: None.

Procedure: The first player in each group says a word. (You may wish to stipulate what this first word is, so that all groups start off the same.) The second player decides on a word that will make some sort of sense when put either in front of the first word or after it. He/ she says the two words together for the other players in the group to hear. The third player decides on a word that will make sense when put in front or after the second player's two words. He/ she says the resulting phrase of three words...and so on, round and round the group. The object is to make as long sentence as possible by adding words one by one in this way. One person in each group must write down the words as they accumulate. Finally, in a class discussion, ask all the group secretaries to read out their completed sentences for the others to judge if they are grammatically well formed and make sense.

2.7.5 Definitions (**, ###)

Language: asking for and giving information of words. The following question words are used: What ...? How...? Where...?

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: Choose a few words for the learners to define. Here are some examples: wall, typewriter, window, drum, garage, pen, ice-cream, cup of tea, penny and slice of bread.

Procedure: Giving the definitions of words may appear to be a traditional language learning activity. However, the approach below transforms this rather dull business into an exciting challenge. The idea is continually to challenge the player to define nearly every word he/ she uses, in order to define the word you originally gave. Other learners should, of course, be asked to join in, asking them to define words. You should limit each game by allowing no more than six requests for definitions or by an admission of inability to define a word.

Encourage a light- hearted, inventive and occasionally fanciful attitude.

2.7.6 Daft Definitions (****, ##)

Language: making, comparing and discussing definitions of words; making sentences; consulting the dictionary.

Skills: listening, reading, writing and speaking

Level: intermediate

Materials: dictionaries; written definition of words; paper and pencils.

Preparation: Choose unfamiliar words from the dictionary; write a definition and exemplifying sentence of each.

Procedure: In the simplest version of this game, you choose an unfamiliar word from the learners' dictionary, copy out the definition given, and then write a sentence exemplifying its meaning and use. Then write two or three false, but plausible, definitions for the same word, again with exemplifying sentences, also false. Read all your definitions and sentences to the class, for the learners to decide which one is correct and which ones are false. You may want to organise the class into groups, each of which must be supplied with a written copy of your definitions and sentences, to allow for preliminary discussion before a full class discussion. Once a decision has been reached, or the learners agree to differ, tell them to consult their dictionaries and check for themselves.

Wright, Buckby and Betteridge, (1984, p.99-110)

AII 8. True or false games

2.8.1 Correct Me if I'm Wrong (**, #)**

Language: identifying mistakes, correcting mistakes and interrupting politely, using excuse me, you said..., you should have said and ...instead.

Skills: listening, reading and speaking

Level: intermediate

Materials: Any text which all the learners can have copies of.

Preparation: Select an appropriate text and make copies.

Procedure: Read out the text and deliberately change some of it. The learners should follow their copy of the text and immediately stop you when they notice one of the changes. Once the game is understood it can be played in pairs.

2.8.2 Don't Let Them Pull Your Leg (#, ##, ###)

Language: making sentences, first in the affirmative then in the negative

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: None.

Preparation: None.

Procedure: Discuss the idea that there are always people that like "to pull other people's legs". Explain that this game will train the learners not to have their legs pulled! Explain that you will talk and include a few untrue statements. The learners must immediately raise their hands on hearing an untrue statement and say what is wrong with it. Once the idea of the game is understood, it can be played in pairs. Learners might prepare their "talk" in writing, perhaps for homework.

2.8.3 Super Sleuth (**, ##)**

Language: identifying and discussing the discrepancies between two texts, which use the past simple

Skills: listening, reading and speaking

Level: intermediate

Materials: texts at an appropriate level

Preparation: In this game, learners study similar texts to spot the differences between them. With advanced learners, this can often be done simply by taking articles on the same topic from two different newspapers. Alternatively, the teacher can compose one or both the texts. The texts could be, for example, the statements of two people accused of a crime, but who claim to have been together miles from the scene of the crime. The statements would contain many examples of past tenses.

Procedure: The learners study the two texts and look for differences. In the case of the alibi example:

Learner I: Stan says that they went at eight o'clock and Bert says they went there at 8.30.

Learner II: Yes, and Bert says he bought the drinks, and Stan says that he bought them.

2.8.4 There's Something Wrong Somewhere (****, ##)

Language: describing pictures and identifying object

Skills: reading

Level: intermediate

Materials: a picture or pictures

Preparation: You must write three texts about the picture or pictures, two of which contain some errors of fact. Make copies of the texts.

Procedure: Display the picture(s). Give the learners the three duplicated descriptions of the picture (s). The learners then underline all the mistakes in the others.

(Wright, Buckby and Betteridge, 1984, p. 134-137)

AII.9 Memory Games

2.9.1 Kim's Game (****, ###)

Language: listing and naming objects or pictures of objects

Skills: listening, writing and speaking

Level: intermediate

Materials: a collection of objects or pictures; OHP; paper and pencils

Preparation: Essentially you need a collection of small objects or pictures which you know the learners can name. Here are some of the alternative ways of getting a collection together.

- A number of small objects on a table.
- A number of small magazine pictures of objects on a table;
- A number of small sketches of objects on pieces of transparency on the OHP.

Procedure: Lay six to eight objects and/ or pictures on the table, or display six to eight pictures on the board. Tell the learners that you are going to challenge their powers of observation and memory. Give the learners 20 seconds to look at the objects and/ or pictures, and then hide them with a cloth or a sheet of paper. Tell the learners to write down as many names as they can remember. Then ask them to tell you what they have written. Finally, remove the cloth or the sheet of paper and let the learners compare their lists with the objects and/ or pictures.

2.9.2 Pass the Message (****, ###)

Language: repeating whole sentences

Skills: listening, writing, speaking and reading

Level: intermediate

Materials: each learner should have a pen or a piece of paper

Preparation: prepare a message before the class

Procedure: Show the sentence you have prepared to someone sitting at the front and to one side. Let this player see the sentence for five seconds, then take it from him/ her and keep it yourself. That first player must then write the sentence he/ she remembers on a piece of paper and show it to his/ her neighbour for five seconds. The neighbour does the same until the message, usually much changed, has gone round the class. When you see that the message has reached the last person, ask him/ her to read out what he/ she has written down. There will probably be cries of astonishment. Then read out the message as it began.

2.9.3 Pass the Picture (**, ###)

Language: comparison of degrees

Skills: listening and speaking

Level: intermediate

Materials: each learner should have a piece of paper before the lesson

Preparation: draw a simple picture on a piece of paper before the lesson

Procedure: Show the pictures you have prepared to someone sitting at the front and to one side. Let them see the picture for ten seconds, then take it back and keep it. The first player must then draw the picture as he/she remembers it. Then he/she must show it to his/ her neighbour for ten seconds and so on until everyone has passed on their version of the picture to their neighbour. Throughout this part of the game you should carry on with your normal lesson. Then ask people to stand up in three or fours showing the way the picture was modified as it passed through the class. Discuss the changes. Finally, if possible display all the pictures, in order, on the wall.

2.9.4 Pelmanism (****, ##)

Language: Making comments about the Pelmanism cards provided and agreeing and disagreeing politely

Skills: listening, reading and speaking

Level: intermediate

Materials: a set of card

Preparation: Prepare a set of 20 matching cards for each group of four to five players. Alternatively, the learners can produce the cards. In each set, there are ten pairs of cards: the pairs can relate to each other in a range of ways, according to the language needs of the learners. On one card the picture of an invention and on the other the date it was invented.

Procedure: The learners in groups of four to five lay the cards in neat rows face down so that the pictures and writing on the cards cannot be seen. One player then picks up two of the cards. If he/she thinks they match, he/she makes some appropriate comment to the others. If the other players agree, he/she keeps the two cards and can pick up two more. When two cards are picked up which do not match, they must be shown to the other players and replaced in exactly the same position from which they were taken. Then the next player has a turn. This continues until the cards have been paired off. The player with most pairs is the winner.

(Wright, Buckby and Betteridge, 1984, p. 139--150)

AII 10. Question and answer games

2.10.1 Don't say "Yes" or "No" (###)

Language: asking questions and giving answers, especially asking questions with questions tags and giving complete phrases for answers

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: None.

Procedure: This can be a team competition. Put a number of questions to each team. Each question must be answered without delay and without the use of either “Yes” or “No”. The team which answers the most questions in this ways wins.

2.10.2 Half the Class Knows (****, ###)

Language: asking questions and giving answers, with expressions such as *not exactly...*

Skills: listening and speaking

Level: intermediate

Materials: Pictures or line drawings

Preparation: For class work you should have three to six pictures from magazines. They should not be too detailed.

Procedure: You or a learner or a group of learners look at a picture which the rest of the class cannot see. The ones who cannot see must ask questions to find out what is in the picture.

2.10.3 Test your Knowledge (****, #)

Language: any questions of fact, and answers to them

Skills: reading

Level: intermediate

Materials: pieces of paper or cards

Preparation: Cut out at least 20 pieces of paper or cards, about 5cm x 10cm, for each learner or pair of learners. Dividing these into pairs, write a question on one of the cards and the appropriate answer on the other. Here are three types of subjects with a few examples:

Jokes

Which king of England wore the largest shoes?
What can you have when someone has taken it?
What is the different between a nail and a bad boxer?

The one with the largest feet.
A photograph.
One is knocked in, the other is
knocked out.
Yes, sir, it's the hot water which
has killed it.

Waiter, there is a dead fly in my soup!

Cause and effect

What would happen if the sun lost its heat?
What happens if we boil an egg for six minutes?

All living things would die.
It becomes hard.

Procedure: The learners should exchange sets of cards with each other once they have prepared them. Explain that the questions must be paired with the appropriate answers.

2.10.4 Twenty Questions (###)

Language: asking questions to acquire information

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: None.

Procedure: The question-master thinks of something and simply tells the players whether it is “animal, vegetable, mineral or abstract”. To discover what he is thinking of the other players ask questions. Traditionally, the questions are put so that they can be answered by “Yes” or “No”. The teacher may, of course limit the choice, for example, to everyday objects, pets, professions, verbs, phrases, and famous people.

2.10.5 What were you Doing Last Night? (###)

Language: asking questions

Skills: listening and speaking

Level: intermediate

Materials: None

Preparation: None.

Procedure: Make a statement and explain that the learners should question you about it. For example:

Teacher: I saw an old friend last night.

Learner1: Where did you see him?

Teacher: He came to my house.

Learner2: Did you have dinner?

Teacher: Yes.

Learner3: Who cooked the dinner?

Teacher: I did.

Learner4: What did you cook?

2.10.6 Who are You? (****, ##)

Language: questions and answer to establish people’s appearance, interests and other details

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: a picture showing at least four people will be required for each group

Preparation: select suitable pictures

Procedure: Each group of learners has a magazine picture or photograph showing at least four people. One learner in the group thinks of one of the people in the picture or photograph but does not tell the other learners who it is. They must question him/her to find out which it is. You may decide to limit the number of questions that may be asked.

2.10.7 Flipping (###)

Language: asking questions, using nonsense word as a verb in a variety of forms; giving answers

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: None.

Procedure: One learner comes to the front of the class and thinks of a verb of action. He/she tells you, but not the rest of the class, which verb it is. The rest of the class must try and find out by asking questions, substituting the word “flip” for the “mystery” verb in all the questions.

As soon as the learners are familiar with the game, encourage them to play it in groups, so that more of them have an opportunity to speak.

2.10.8 Avoidance (###)**Language:** asking questions and giving answers, avoiding use of a given word**Skills:** listening and speaking**Level:** intermediate**Materials:** None.**Preparation:** None.**Procedure:** One learner comes to the front of the class, and, without telling the other learners, decides on a “mystery” word. You may restrict the choice, if you like, to a particular topic area. By questioning, the rest of the class must try and find out what the word is. The learner at the front must answer all questions put to him/her, and answer them fully and fairly. The only constraint is that he/she must avoid using the “mystery” word in the answers given.

As soon as the learners are familiar with the game, encourage them to play it in groups, so that more of them have an opportunity to speak.

2.10.9 Alibis (**, #)****Language:** asking questions, giving answers, and narrating past events. Many question forms are practised.**Skills:** listening and speaking**Level:** intermediate**Materials:** None.**Preparation:** None.**Procedure:** Each pair imagines that they have to create an alibi for a given evening. They work together to produce a story which accounts for every minute between 7 p.m and 10 p.m. on that evening. They then try to memorise the story. This preparation can take place outside the classroom, if wished. When the alibi has been prepared, one of the two who have prepared it waits outside while the other faces the rest of the class. The class question him/her at length to find out the details of the alibi. Then his/ her partner is subjected to a similar interrogation. The class try to find inconsistencies in the stories and look for contradictions. If they find any, the alibi is broken and the class wins. If not, the two who made up the alibi win.**2.10.10 Distractions (##)****Language:** asking questions with emphasis on fluency**Skills:** listening and speaking**Level:** intermediate**Materials:** whatever is appropriate to the task**Preparation:** None.**Procedure:** One learner is given a silent task to do, for example. copying a short paragraph from a book, doing an arithmetical calculation or sorting a number of coins according to date. The other learners must try to prevent him/her from completing the task, if possible, even from starting the task. This they do by asking questions. Whenever a question is asked, the first learner must stop what he/she is doing, and may only resume the task when there is a momentary silence (if any) between questions, or when the flow of questions eventually dries up (if at all).**2.10.11 Questions for Answers****Language:** making up suitable questions to accompany given answers

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: chalkboard.

Preparation: Write a number of statements on the board which are answers to questions, but do not communicate those questions to the class. The statements may be chosen at random, or they may be related to a given topic.

Procedure: Give the learners, either as individual or working in pairs a few minutes to look at the statements which you have written on the board and to write down questions to which they think the statement would make appropriate answers. Consider all the learners' questions as a class and decide which seem to be most appropriate.

(Wright, Buckby and Betteridge, 1984, p. 152-167)

AII. 11 Guessing and Speculating Games

2.11.1 Hiding and Finding (****, ###)

Language: asking questions

Skills: listening and speaking

Level: intermediate

Materials: a small object that can be hidden

Preparation: None.

Procedure: The learner who went outside the classroom can be asked to use the present perfect:

Learner 1: Have you hidden it near the door?

2.11.2 Feel and Think (****, ###)

Language: asking questions and giving answers, naming objects, expressing doubts

Skills: listening and speaking

Level: intermediate

Materials: a collection of objects and a cloth to cover them with

Preparation: Collect about ten small objects of different shapes and sizes. A piece of cloth, a thin towel, a headscarf, or a large handkerchief will be required. It must be large enough to cover four or five of the objects.

Procedure: Make sure that the learners know the names of at least the majority of the objects which you have collected. Put four or five of the objects under the cloth on a table without the class seeing which ones you have chosen. Ask a learner to feel one of the objects through the cloth and to tell you what he/she thinks it is. If correct, let the learner remove the object. Ask other learners to do the same for the other objects.

2.11.3 One Idea at a Time (###)

Language: describing things using adjectives

Skills: listening and speaking

Level: intermediate

Materials: None.

Preparation: None.

Procedure: One learner mimes an adjective and the others try to guess what he/she is miming. When the students have discovered what he/she is miming, you should then encourage the other learners to find the reason why the learner was miming that particular thing.

2.11.4 Box (**, ###)**

Language: naming and describing objects, identifying objects from their descriptions, using nouns

Skills: listening and speaking

Level: intermediate

Materials: any large box or bag

Preparation: Ensure that a variety of small objects which the learners can name are in the classroom. You could keep small objects in your pocket and use that instead of a box or bag.

Procedure: Go round the classroom picking up about ten small objects. Ask the learners to name each object before you put it into the box or bag. Put your hand into the box, take hold of one of the objects but do not take it out. Ask the students questions related to that particular object. They should discover to whom belongs the object. When the game is over, make use of possessive forms in returning the objects to their owners.

2.11.5 What on Earth is he Talking About? (**, ###)**

Language: Describing things, people, settings and their relationship, using any appropriate complete sentence.

Skills: listening, writing, reading and speaking

Level: intermediate

Materials: chalkboard

Preparation: prepare one or two descriptions as examples for the learners

Procedure: Demonstrate the game yourself. Think of an object which may be in the room, or in a picture on the wall, and describe it. Tell the learners to raise their hands if they think they know what you are describing. Finally, see who has guessed correctly. Then tell everyone to prepare a description in writing of any object; this might be done for homework. The choice of the learners might be more bizarre objects, or actions or abstract concepts might be chosen.

(Wright, Buckby and Betteridge, 1984, p. 169-177).